

Alberta Martone Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Alberta Martone Elementary
Street	1413 Poust Road
City, State, Zip	Modesto, CA 95358
Phone Number	209-574-8172
Principal	MaryBeth Oberkamper
Email Address	oberkamper.m@monet.k12.ca.us
Website	https://martone.mcs4kids.com/
County-District-School (CDS) Code	50711676107023

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Martone's Mission: Alberta Martone's staff, parents and community members work together to provide a safe and supportive learning environment that increases the life opportunities for all scholars by ensuring academic and social-emotional growth.

Vision: Quality Teaching and High Levels of Learning for ALL

Martone's community members, parents, staff and students worked collaboratively to develop a mission and vision statement that reflects our commitment to Martone's scholars.

Alberta Martone Elementary is a traditional Pre-K through 6th grade campus nestled in an urban neighborhood in Modesto, California. Martone includes Head Start and Preschool Program, two K-3 Autism classes as well as self-contained Gifted and Talented Enrichment (GATE) classes for 3rd - 6th grade. Martone has been recognized by the California Department of Education as a California Distinguished School on three different occasions. Our student population is a rich blend of diverse cultures and languages. We proudly serve approximately 630 students and their families in a collaborative partnership that strengthens student learning and achievement.

Martone scholars are nurtured in a supportive environment filled with high expectations for academic and behavioral success. Standards-based intervention and enrichment programs abound to support students at every level of the achievement spectrum, including: on-site counseling, speech, and resource services. Martone's nurturing and supportive environment is extended beyond the school day to include the After School Education and Safety Program (ASES) and RISE Reading Intervention Program. During Distance Learning, RISE, Virtual Student Support and the ASES program, provided additional academic support to students after Distance Learning time with their classroom teacher. The staff is dedicated to providing rigorous and engaging educational experiences that challenge students to take responsibility for their own behavior and learning, become critical thinkers and creative problem solvers, and demonstrate a respect for and appreciation of our community's ethnic, cultural, and linguistic diversity.

The Martone family takes great pride in celebrating student achievement in a variety of ways, including Awards Assemblies: Positive Behavior Interventions Systems, Student of the Week, Student of the Month, Perfect Attendance (individually and by class), Accelerated Reader (AR) and Math Clubs. Service learning projects integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. Field trips enhance student learning and provide access to services and resources that enrich students' life experiences. Opportunities for leadership and extracurricular activities include student council, yearbook, orchestra, band, choir, traffic patrol, classroom buddies, and the ASES program.

Our school's commitment is to prepare students to receive a high school diploma, equip students for success in college, vocational school, and/or the career of their choice. Our Kinder to College program exposes all students to local, state and national colleges and universities, as well as a variety of career opportunities. We affirm that education is a cooperative partnership between home, school, and the community. We are proud to continue a legacy of academic excellence that promotes the core educational values of our school's beloved name sake, Mrs. Alberta Martone.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	78
Grade 1	76
Grade 2	75
Grade 3	94
Grade 4	91
Grade 5	91
Grade 6	97
Total Enrollment	602

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1
Asian	8.6
Filipino	1
Hispanic or Latino	72.4
Native Hawaiian or Pacific Islander	1.2
White	11.1
Two or More Races	2.7
Socioeconomically Disadvantaged	82.9
English Learners	28.6
Students with Disabilities	7.3
Foster Youth	0.2
Homeless	1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25	28	35	1431
Without Full Credential	1	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Martone School is fully gated for the safety and security of students and staff. Before and after school, administrators and staff members supervise the bus drop-off area as well as the parent drop off zones. Staff, parent volunteers, and Safety Patrol students wear identifying vests and monitor entry and exit points as well as student movement throughout campus and near the parking lot. Students are supervised as they safely cross the street at two intersections adjacent to the campus before and after school. Once school begins, all gates are locked and visitors must enter campus through the office. Parents, visitors, and volunteers are required to sign-in and out and wear a visitor sticker while on campus. At the end of the school day, administrators and staff supervise students as they exit the school. Loading and unloading zones are clearly marked and signs are posted as reminders to guests. The safety and security of the students, staff, and families at Martone is a top priority.

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 classrooms, a cafeteria, library, early childhood education, staff room, and an administration office. The main campus was built in 1987 and opened in 1987.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/13/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC leaking
Interior: Interior Surfaces	Fair	Carpet loose, Carpet ripped
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items stored too high, Carpet stains
Electrical: Electrical	Poor	Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Fountain loose

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Excessive artwork on wall and/or hanging from ceiling, Plug-in air freshener
Structural: Structural Damage, Roofs	Good	Exterior building paneling broken, Door trim has dry rot
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Windows blocked with metal cage, Door trim has dry rot
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	44	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	36	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	21	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Martone offers multiple opportunities for parents to partner with the school and become actively involved in their child's education. Ways for parents to become involved include: volunteering in their child's classroom; participating in our site-based English Learner Advisory Committee, Parent Involvement and Engagement (PIE); Parent Partnership; attending parent-teacher conferences; volunteering for school wide events such as the Fall Festival and Jog-A-Thon; School Safety Committee; School Site Council (SSC); and attending Back to School Night, School Board meetings, Student Study Team (SST) meetings and Parent Information Meetings.

During Distance learning, families can directly communicate with teachers through their child's classroom Schoology Portal. Teachers post their daily schedule and have weekly office hours dedicated to parent/teacher communication. Classroom teachers directly communicate with families using various communication applications such as DoJo. Both school wide and classroom information can be found on teacher Homeroom Courses in Schoology. Phone dialers are a primary communication tool as well as daily check in phone calls made by staff.

In addition, during traditional "Brick and Mortar" school, our families are notified of school activities through a school newsletter, website announcements, a phone dialer that calls and/or emails every student's home to remind families of upcoming events, regular notices sent home, our school's "Communication Folder," which every child receives the first day of school and is sent home every Friday containing important school news, our marquee, our communication board, and our Martone Facebook page.

Our Winter Concert, Fall Festival, Spring Carnival, Family Academic Nights, Math Night, Movie Night, and many other activities are several of the fun and exciting ways that families are encouraged to get involved at Martone. For additional information, please contact: Principal Mary Beth Oberkamper, Vice Principal Christopher Harvey, or Parent Volunteer organizer Sarah Hernandez at (209) 574-8172.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.6	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.31	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Martone Safety committee meets at minimum three times each school year to review procedures and provide guidance in creating a safe learning environment for every student. We held our first review of the Safety and Crisis Plan on November 2, 2020 during which we reviewed lockdown and other crisis procedures. The safety procedures were reviewed with staff on November 30, 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		3		22		3	3	16		2	
1	24		3		23		3		15	2	3	
2	23		4		24		3		15	3		2
3	20	3	1		22	1	3		19	1	4	
4	30		2	1	29		3		30		1	2
5	28		4		34			3	30		3	
6	30	1	1	2	26	1	4		32		1	
Other**									8	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2.8

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,516.70	3,455.00	9,061.70	113,218.33
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-6.8	19.5
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-18.8	31.1

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfa-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfa-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Bret Harte Elementary
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DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Bret Harte Elementary
Street	909 Glenn Ave
City, State, Zip	Modesto, CA 95358
Phone Number	(209) 574-1952
Principal	Marla Conteh
Email Address	conteh.ma@monet.k12.ca.us
Website	https://bretharte.mcs4kids.com/
County-District-School (CDS) Code	50 711676052633

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

It is the mission of Bret Harte Elementary to increase the life chances of our scholars by ensuring academic and social-emotional growth for ALL. We commit to meeting the needs of all students by providing focused, comprehensive instruction and intervention support. We use the Wonders/Maravillas series as our base curriculum for the English/Language Arts and SWUN Math for the Math program. English Language Development is provided daily for English Learners. Technology is incorporated into the students' day in order to help prepare them for the future. Character education through the Peacebuilders Program is an integral part of the daily routine as well, helping to ensure that our students learn lifelong values and skills. Bret Harte School is the proud home of the MCS Dual Language Academy.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	120
Grade 1	119
Grade 2	115
Grade 3	116
Grade 4	133
Grade 5	131
Grade 6	131
Total Enrollment	865

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	0.9
Filipino	0.2
Hispanic or Latino	89
Native Hawaiian or Pacific Islander	0.3
White	2
Two or More Races	0.7
Socioeconomically Disadvantaged	94.9
English Learners	67.1
Students with Disabilities	9.7
Foster Youth	0.1
Homeless	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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	41	36	42	1431
Without Full Credential	0	1	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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 following procedures are implemented to ensure the safety of scholars and staff of the Bret Harte community: 1) At 7:50 am, the gate closest to the cafeteria is unlocked for scholars to enter and have breakfast. 2) Students are supervised in the cafeteria during breakfast and lunch by yard duty supervisors. 3) All recesses are supervised by yard duty supervisors, in addition to the campus assistant and administrative staff. 4) To ensure a safe exit from campus, students walk to their grade level's designated gate while being monitored by yard duty supervisors and administrative staff. 5) PeaceBuilders language and strategies are modeled by staff, scholars and families to promote a safer and happier learning environment. 6) The character trait for each month is promoted in various ways and culminates with a student of the month assembly that recognizes students who embody the trait. 7) The district Student Conduct Code is enforced.

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 classrooms, a multipurpose/cafeteria room, library, early childhood education program, a parent volunteer center, and an administration office. The main campus was built in 1950 and opened in 1950.

Our school's efforts to keep students safe on school grounds before, during, and after school include many components. Traffic Patrol members are on duty daily from 8:00 AM - 8:25 AM and 2:25 PM - 2:45 PM. All students, both pedestrian and cyclists are required to obey Traffic Patrol rules. All bicycles must be walked on campus and riders must wear helmets. Adult yard supervision is provided before school, during morning and lunch recesses, and after school.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/10/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	2 toilets leaks at the spud.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	2 of 2 blow dryers do not function
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	2 of 2 drinking fountains are loose
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	14	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	11	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	6	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Parents of Bret Harte scholars can become involved in school activities by attending Parent Involvement and Engagement Committee Meetings, English Learner Parent Partnership Committee Meetings, School Site Council, Cookies with Conteh Meetings (2nd Cup of Coffee), Attendance Patrol, and Library Club. All parents receive a calendar with every scheduled parent meeting included. Additionally, newsletters, flyers and phone calls are made to effectively communicate the details regarding parent involvement events.

Ariana Lopez, Administrative Assistant I (209) 574-1952

Marla Conteh, Parent Engagement/Involvement (209) 574-1952

Marla Conteh, School Site Council (209) 574-1952

Gustavo Duran, ELAC Committee (209) 574-1952

Currently Vacant, PTA President

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.3	0.7	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.71	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Bret Harte is located in a low socio-economic area in a South Modesto neighborhood community. In an effort to create and foster a secure learning environment, an abundance of services and resources are available to our learning community including: After School Learning Program, Peacebuilders, and Second Cup of Coffee Meetings for Parents. Discipline and Character Education assemblies and classroom teacher presentations provide learning experiences that promote and celebrate differences. Teachers also review the conduct code and sexual harassment procedures.

The Bret Harte School Safety plan was reviewed and designed to provide information regarding the safety of students in all situations. The components include Safety & Crisis/Lockdown procedures, Pedestrian Safety guidelines, Student Management procedures, Attendance guidelines and Bret Harte's Site Dress Code Policy. The safety plan was last reviewed, updated and discussed with the Site Safety Committee on October 1, 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	29		4	1	29		4	5	24	1		
1	29		4	1	29		4	1	24		5	
2	28		5	1	27		4	1	23	4		1
3	27		5	1	25		5	1	23		5	
4	37		4	1	29		4	1	22	1	5	
5	38		2	2	33		5	1	26	1	4	
6	36		2	4	34		2	3	26		5	
Other**	25		1						18	1	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.9
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	3.9

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,714.61	4,513.54	9,201.08	101,814.22
District	N/A	N/A	9,699.56	93,066

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-5.3	9.0
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-20.3	20.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Burbank Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

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About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Burbank Elementary School
Street	1135 Paradise Road
City, State, Zip	Modesto, CA 95351-2999
Phone Number	(209) 574-1962
Principal	Kristen Panou
Email Address	panou.k@monet.k12.ca.us
Website	https://burbank.mcs4kids.com/
County-District-School (CDS) Code	50711676052641

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

At Burbank everyone will grow in a safe and supportive environment, while developing a life long desire to learn. In order to achieve our mission Burbank Elementary will align with Modesto City Schools' strategic goals and utilize Communication, Collaboration, and Celebration as a road map to our destination.

COMMUNICATE: Information regarding the Common Core State Standards is presented to all stakeholders. Presentations to parents occur during School Site Council, English Learner Advisory Committee, Parent Involvement and Engagement, Parent Cafe and Parent Nights. Teachers gain information through District and site trainings. Academic and behavioral expectations are established school-wide and communicated through parent conferences, site level meetings, and school publications. Burbank Elementary is committed to increasing the level of communication with all parents, students and staff.

COLLABORATE: Teachers meet on Collaboration Days to analyze and create plans of action to increase the level of student achievement. Our instructional staff works diligently to prepare our students for the Common Core State Standards and assessments by designing and delivering instruction that is both rigorous and relevant.

Burbank is committed to highlighting effective instructional practices and acquiring the resources necessary to achieve our goals. Parents are actively sought as partners in our school improvement endeavors. Volunteering is encouraged both at the classroom level as well as school-wide through committees and special projects.

Parent Cafe meetings are designed to provide parents with information and learning opportunities that will assist them in working with their students at home. Site administration works with students, teachers, and parents at the school level as well as with district leadership to strengthen partnerships and build better understanding of our goal to raise the level of student achievement at Burbank Elementary.

CELEBRATE: Through our efforts to communicate and collaborate, we are committed to celebrating the accomplishments of our school community. Student recognition programs for attendance, academic, and character achievements are implemented. Students are recognized for their accomplishments via school-wide messages, newsletters, and the district/school website. We will know that we as a school community of staff, parents and students have achieved our vision when all students who pass through our hallways leave Burbank as successful, academically and socially capable, self-reliant problem-solvers who are being prepared to be College and Career ready.

Burbank School Description:

Burbank School was built in 1939.

Located in the southwest section of Modesto, CA.

Our enrollment is 552 students in the Transitional Kindergarten through 6th grade.

Wonders, Language Arts program

SWUN Math program

45% English Learners

School-wide PBIS program BARK PROUD and Restorative Practices are utilized as well as Life Skills on the MCS Report Cards.

ASES Program (After School Program)

Head Start and State Preschool Program

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	116
Grade 1	87
Grade 2	68
Grade 3	76
Grade 4	87
Grade 5	77
Grade 6	91
Total Enrollment	602

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.7
Asian	7
Filipino	0.2
Hispanic or Latino	80.6
White	5.5
Two or More Races	2
Socioeconomically Disadvantaged	93.7
English Learners	51.7
Students with Disabilities	12.3
Foster Youth	1.2
Homeless	2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	28	28	26	1431
Without Full Credential	2	0	1	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Based on the latest Williams Act Facility Inspection (8-10-2020) evaluation it was noted that no significant deficiencies were found that could be categorized as an "emergency or urgent threat to the health and safety of the pupils or staff." Burbank received an overall facilities rating of "exemplary." Site staff is working in conjunction with district personnel to address areas that are in need of repair.

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 classrooms, a cafeteria building, a library, a family learning center and an administration office. The main campus was built in 1943 and opened in 1943.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/10/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	19	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	15	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	4	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Opportunities for Parental Involvement Contacts:

Kristen Panou, Principal

Araceli Garcia, Administrative Assistant Contact Phone Number: (209) 574-1962 Parent Involvement Plan

Burbank Elementary School's plan to increase parent involvement: COMMUNICATE

Communication between home and school is regular, two-way, and meaningful.

A Parent-School-Student Compact is provided annually. This compact describes the school's responsibility to provide high-quality curriculum and instruction and an effective learning environment, the student's responsibility to learning as well as how parents are responsible for supporting their child's learning by monitoring attendance, homework completion, volunteering and participating in school activities.

Monthly newsletters are provided to inform parents of upcoming events and important information (also updated on our webpage).

Parents are invited to an annual Title 1 Parent Meeting where parent rights, parent involvement opportunities, Title I Programs, student performance data analysis, parent/staff/student compacts, and Title I requirements are explained.

Burbank hosts a Back-to-School Night at the beginning of the school year as an opportunity for parents to meet their child's teacher and receive information about classroom routines, expectations, and grade level curriculum.

Parents are encouraged to become involved in Burbank School PTA.

Parents are welcome to participate at school and are actively pursued for volunteering.

Parents are encouraged to participate in committees such as School Site Council, English Learners Advisory Committee, Parent Involvement and Engagement, School Safety Committee and Parent Cafe's. Agendas are published in advance for these meetings and all parents are encouraged to attend even if they are not a committee member. Meetings are publicized through flyers, the monthly newsletter, and via the school website.

Parents are given the opportunity to nominate and elect fellow parents to various leadership roles that provide oversight for the school such as School Site Council, District Parent Involvement and Engagement, English Learner Advisory Committee and School Safety Committee.

Teachers conference with parents in person, via telephone/TEAMS meetings online, or written notes and help parents with strategies for supporting schoolwork and homework.

Parents are provided progress reports mid-way through each trimester and report cards at the end of each trimester. These detail their child's academic progress for the school year.

Parents are able to communicate with their child's teacher for clarification on issues pertaining to their child.

Students in 4th, 5th, and 6th grades are provided daily academic planners to assist in home/school communication regarding assignments and upcoming projects.

Parents are given access to PowerSchool to monitor attendance and grades via the district's website.

School newsletters and other important school information are posted on webpage in English and Spanish.

Parents receive automated phone messages (School Messenger) reminding them of important upcoming events, minimum days, important deadlines or school safety concerns, etc.

Parental Involvement Plan and Single School Plan for Student Achievement is located in the front office so that it is accessible to parents.

COLLABORATE

Parents play an integral role in assisting student learning. Student achievement will increase through effective collaboration between the home and school.

Parent support and assistance is needed and welcomed.

The school partners with parent and community organizations, such as local businesses and the Center for Human Services, Sierra Vista, Stanislaus Community Foundation, StanREADS!, and the Stanislaus County Library, to assist in achieving our school goals.

Parenting skills are promoted and supported.

Parenting workshops are provided to help educate parents on child-rearing strategies and social development awareness.

ELAC (English Learner Advisory Committee) meetings are held at least 5 times throughout the year. These meeting are an opportunity for parents of English Learners to analyze site data, learn about various programs available for English Learners as well as provide input on the quality and effectiveness of those programs.

SSC (School Site Council) meetings are held at least 5 times throughout the year. These meetings review the Single School Plan for Student Achievement. The council helps monitor and evaluate the effectiveness of the programs and helps determine the funding for various activities that promote student achievement.

PI&E (Parent Involvement and Engagement) meeting is held to review Compact and Policy each year.

Parents are encouraged to participate in the district level committees such as the District Parent Involvement and Engagement and English Learner Parent Participation committees.

CELEBRATE

It is imperative to take time to celebrate our achievements throughout the school year. Parents need to be included in the celebration activities as they play an integral role in their child's success.

Parents are invited to attend awards ceremonies or view virtual Assemblies.

Parents are invited to the annual Open House Night in the spring to view completed projects and student work.

Parents are informed of academic achievements such as Spelling Bee winners, PBIS and perfect attendance, etc. via the school newsletter.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.3	0.9	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.02	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Burbank School Safety Committee annually reviews and updates the Burbank Elementary School Safety Plan. The safety plan is comprehensive in scope. The plan outlines and describes the steps that students and staff will follow to effectively respond to a variety of emergency situations. The School Safety Committee met in November of 2020 before the reopening of our school site. The next official meeting to approve the Safety Plan will be held in January of 2021. The committee, consisting of site personnel and parents, meets three times a year. The committee provides input into the revision process by utilizing input from parents, students and staff. This plan includes information regarding the school's physical, social and cultural environment. Playground Supervision and Student Conduct expectations are outlined. School Crisis/Emergency Procedures including Fire, Lock Down, School Evacuation, and Earthquake guidelines are clearly delineated. A Pedestrian Safety Plan, Attendance Plan and Site Dress Code are also included in the comprehensive safety plan. Site staff receives training on the safety protocol and parents are informed of pertinent procedures via the student conduct code and site newsletters.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	2	4		21	2	4	5	23			
1	23		4		18	4			22		4	
2	24		4		21	2	2		23	3		
3	21	1	3		23		4		19	4		
4	23	1	4		32		3		22	1	3	
5	33		2	1	33			3	26		3	
6	31		3	1	30		3	2	30		3	
Other**	24		1						13	3		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,235.12	3,868.71	9,366.41	109,581.84
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-3.5	16.3
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-22.0	27.9

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

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Catherine Everett Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Catherine Everett Elementary School
Street	1530 Mt. Vernon Drive
City, State, Zip	Modesto, CA 95350-2740
Phone Number	(209) 574-1992
Principal	Ignacio Cantu Jr.
Email Address	cantu.i@monet.k12.ca.us
Website	https://everett.mcs4kids.com/
County-District-School (CDS) Code	50711676052674

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Catherine Everett School is an established K-6 neighborhood school in the central part of Modesto where a majority of our students walk to school. It was built in 1962 in a former almond orchard and is located adjacent to Everett Park. Most of the classrooms are housed in the original, permanent structure. Four modular classrooms and a large multi-purpose room have been added to accommodate an increase in student population. Child Development Programs are housed in additional permanent buildings. The school grounds include a courtyard with benches, a large grassy field, a paved playground, and an outdoor lunch area with shaded tables. Our attractive and well cared for campus is complimented by an eagle mural and a student garden. Visitors soon realize there is something special about our school.

The staff is composed of fully credentialed teachers, a knowledgeable and dedicated support staff, and administrators who work together with parents and the community as an effective team. Catherine Everett School is unique because of its multifaceted student population. Everett is home to a Child Development complex comprised of four Preschool classes, and one Head Start class. We are home to a Learning Handicapped/Autism program which supports inclusion students in general education classrooms. Our After School Education Safety (ASES) Program provides homework help and learning activities for more than 100 students. Everett School embraces the ever-changing diversity of our students.

The district has an extensive Character Education Program and Catherine Everett School students are recognized at Board meetings for their exemplary character. On campus we also reward acts of character with additional awards for improved attendance, perfect attendance, and meeting fluency and math goals. This year we are in our sixth year of implementing the PBIS model to address behaviors in an appropriate manner. Our PBIS plan revolves around the belief that all EAGLES SOAR. Each letter of EAGLES SOAR represents a monthly theme that we teach to our students regarding positive behavior expectations. Student incentives have increased as well as the positive behavior demonstrated by students and staff to create a positive and fostering culture on campus.

Community is an integral part of Catherine Elementary School. Business partners, high school students, parents, and professional organizations are part of our school community and assist us in reaching all students. Our goals are to provide each student with a quality education, cultivate each child's positive self-image, create a love of learning, and guide in developing the necessary skills, abilities, and values required of responsible citizens. The entire school community strives to teach and learn by our Vision and Mantra.

Vision

ALL students are important and can reach their full potential for academic success. Everett will foster a positive, nurturing, safe school climate for ALL. We are committed to building positive relationships with our families and community to ensure our students will become productive members of society.

Mission (Why do we exist?)

We ensure high levels of learning for ALL students.

Mission Mantra

"At Everett, I WIN (get What I Need), I SOAR (am Safe Organized, Accountable & Respectful), and I WILL Succeed."

Administrative commitments in order to fulfill our vision.

We support teachers with specific professional learning opportunities that support student achievement.

We seek evidence in order to support student and teacher needs.

We continuously improve our systems and programs to accommodate ALL students. Staff commitments in order to fulfill our vision.

We are continuously seeking new strategies that work.

We demonstrate courage through vulnerability in order to seek out best practices.

We have identified the essential standards and created short term SMART goals.

We model courtesy, respect, and compassion, while being positive/supportive to our students, parents, and families.

We operate as a Professional Learning Community by sharing data and focusing on the four critical questions.

Student commitments in order to fulfill our vision.

Students will demonstrate Positive Behavior on campus and follow the school's PBIS plan. The school promotes positive behavior through EAGLES SOAR our monthly character traits that are taught by all staff.

Students are recognized daily, weekly, and monthly for demonstrating positive behavior on campus through incentives and assemblies.

E- Everyday (August)

A - Achievement (September)

G - Good Manners (October)

L - Leadership (November)

E - Excellence (December)

S- Success (January)

S - Safety (February)

O - Organized (March)

A- Accountable (April)

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	49
Grade 1	48
Grade 2	49
Grade 3	48
Grade 4	56
Grade 5	52
Grade 6	54
Total Enrollment	356

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.8
Asian	7.6
Filipino	0.8
Hispanic or Latino	54.8
Native Hawaiian or Pacific Islander	2
White	19.9
Two or More Races	4.8
Socioeconomically Disadvantaged	83.7
English Learners	28.4
Students with Disabilities	12.9
Foster Youth	0.6
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	20	25	1431
Without Full Credential	1	1	1	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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](https://www.mcs4kids.com).

In order to maintain a safe school, all visitors are required to report to the front office and register their visit. Before school supervision is provided by yard duty supervisors from 8:10 until 8:40 each morning. Morning and afternoon recesses are supervised by up to two yard duty supervisors. During lunch recess, there are three to five yard duty supervisors on the school playground. A cafeteria supervisor oversees lunch in the cafeteria. The principal is often assisting in supervision during all of these times.

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.

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.

Age of School/Buildings:

This school classrooms, a cafeteria, a library, an early childhood ed program, and an administration office. The main campus was built in 1962 and opened in 1962.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/2/2020

System Inspected	Rating	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	Cluttered classroom, Poor housekeeping, Unsecured items stored too high, Strong chemical odor in some classrooms
Electrical: Electrical	Fair	Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Fountain low flow
Safety: Fire Safety, Hazardous Materials	Good	Peeling paint to exterior of classroom, Excessive art on wall, Paper hanging from ceiling, Indoor play structure blocking window egress and close to ceiling, Non-fire rated furniture and decorations
Structural: Structural Damage, Roofs	Good	Some ramps are rusted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior- dry rot, Bad door closer
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	37	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	37	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	10	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parent Involvement:

Parents are invited to join in activities such as Parent Connection Meetings, Parent Conferences, Parent Involvement/Engagement Committee, English Language Advisory Committee, School Site Council, family events, book fairs, and our Parent Teacher Association (PTA), Amanda Rich, President. Just give us a call at (209) 574-1992 or check our website and get involved.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.5	0.3	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Everett Elementary School Safety Plan was developed by California Safe Schools as part of a comprehensive district wide Safety Plan. The plan specific to Everett was developed with input from the Safety Committee made up of staff and parents. The completed plan was reviewed by staff and parents before adoption. The plan is reviewed annually by staff and parents. The main purpose of the plan is to provide guidelines for a variety of possible emergencies that a school might encounter during the year. A list of support staff, district personnel, and the community is made available.

Everett Elementary provides supervision of students prior to the start of the school day at the following locations: the bus drop off area, the cafeteria, and the primary/intermediate playground. Everett has a traffic/safety patrol that monitors major crosswalks near the school both in the morning and directly after school. Yard duties provide after school supervision until the buses have departed. Everett has a single point entry and all visitors to the school must report to the office and be scanned in with our RAPTOR program. Visitors will then receive a sticker which must be worn while on campus. We lock all gates restricting access to the school after the bell rings. All staff members are instructed to question any adults on campus not wearing a visitor sticker and to escort them back to the office to sign in and obtain a sticker. The principal, head custodian, and campus supervisor patrol the school grounds regularly to ensure student safety and to address and safety concerns.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		2		20	2		2	24			
1	24		2		24		2		23		2	
2	24		2		24		2		16	2		1
3	22		2		23		2		24		2	
4	26		2		23		2		28		2	
5	30		2		26		2		26		2	
6	24		2		25	1	2		27		2	
Other**	21	1	1		21		1		6	5		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	3.1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,776.58	5,258.18	10,518.40	113,399.48
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	8.1	19.7
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-33.4	31.3

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

El Vista Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	El Vista Elementary School
Street	450 El Vista Ave.
City, State, Zip	Modesto, CA 95354-1899
Phone Number	(209) 574-1972
Principal	Catherine Mullins
Email Address	mullins.c@monet.k12.ca.us
Website	https://elvista.mcs4kids.com/
County-District-School (CDS) Code	50 711676052658

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

El Vista School was built in 1953. We are located in the southeast section of Modesto, California. During the years there have been many additions to the facility. Our student body consists of 66% Hispanic or Latino, 18% White, 4% African American, 3% Asian, 1% American Indian, 1% Pacific Islander and 7% Other. Additionally, 94% of our students are Socioeconomically Disadvantaged and 28% are English Learners. Our Child Development Programs house two State Preschool classrooms and two Head Start classrooms with approximately 99 students enrolled. We also house four Special Education Severely Handicapped classrooms and fifteen Kindergarten through Sixth Grade classrooms with approximately 400 students enrolled. In addition to the TK-6 classrooms and staff, El Vista has one Computer literacy teacher, one library media assistant, one Speech and Language Therapist, one part-time School Psychologist, one Student Assistant Specialist, one After School Program Director, one Resource Paraprofessional, one reading intervention Paraprofessional, 12 Special Education Paraprofessionals, one Administrative Assistant, one Attendance Clerk, one part-time bilingual TCII, three Custodians, three Food Service Employees, one Campus Assistant, and six Yard Duties.

During the 2019-20 school year El Vista students did not complete the Smarter Balanced Assessment Consortium (SBAC) due to the school closure. The data results from the 2018-2019 school year will be used to report a baseline for future growth. Our 5th graders will take the CAST Science Test mandated by the State of California. School-wide reading intervention/enrichment was implemented during the 2019-20 school year until the school closure. The intervention continues to use Phonics for Reading, Language for Learning, Reading Mastery, and Corrective Reading to teach students. Modesto City Schools provided 26 early release days during the 2019-20 school year that allowed the teachers collaboration time. Teachers will be provided 26 more days during the 2020-21 school year. During collaboration teachers meet in grade level teams to discuss student data, compose SMART Goals and common assessments to monitor student progress. Over the last four school years El Vista's leadership team went to a conference on Professional Learning Communities (PLC). The information from this conference helped to reshape the purpose and duties of our PLC's.

El Vista is committed to building the character of every student through promotion of the Modesto City Schools Character Education Program. During the 2019-20 school year our counselors presented Peace Builder lessons to El Vista classrooms. El Vista continues to implement the Positive Behavior Interventions and Support (PBIS) strategies throughout the campus. El Vista also participated in the second year training for Restorative Practices, a program designed to teach students conflict resolution and right wrongs. We use Bull Dog Bucks and a store where the students can spend their “bucks,” lunch with the principal, and school dances to reward students for their behavior. Parents are encouraged to participate in activities at El Vista. During the 2019-20 school year they were invited to participate in Back to School Night, Second Cup of Coffee, Student of the Month Assemblies, End of Trimester Awards, Parent Partnership Training, The English Learner Advisory Committee, School Site Council, and the Parent Involvement and Engagement Committee.

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning or Modesto Virtual Academy (MVA). All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	56
Grade 1	52
Grade 2	48
Grade 3	50
Grade 4	58
Grade 5	65
Grade 6	60
Total Enrollment	389

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.4
Asian	2.8
Filipino	0.3
Hispanic or Latino	66.8
Native Hawaiian or Pacific Islander	0.5
White	17.7
Two or More Races	4.9
Socioeconomically Disadvantaged	91.3
English Learners	28
Students with Disabilities	19.8
Homeless	0.5

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	21	19	20	1431
Without Full Credential	0	1	1	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

In an effort to keep students safe on school grounds before, during and after the school day we have these plans in place: 1) Students are allowed on school grounds during the time of contracted supervision beginning at 8:10 a.m. Four yard duty employees and a minimum of four Special Ed Paras monitor the playground/bus arrivals until classes begin at 8:35 a.m. After school crowd control/bus departures are monitored for 30 minutes after dismissal; 2) Monthly character education focus; 3) Peace Builders and Restorative Justice programs; 4) The district Student Conduct Code is enforced to maintain high standards of behavior.

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.

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.

Age of School/Buildings:

This school has classrooms, a cafeteria, a library, an early childhood education program, and an administration office. The main campus was built in 1953 and opened in 1953.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/11/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	1st toilet seat leaks at spud.
Interior: Interior Surfaces	Good	Tiles are missing near toilet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Fountain has excessive pressure.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	39	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	19	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

The El Vista Parent Club meets once a month and is open to parents and guardians of El Vista students. The Parent Club conducts fundraisers throughout the year for enhancement of the school's physical environment, art appreciation, assemblies focused upon character development, and field trips. The Parent Club recruits parents to serve as room parents, assisting the teacher with classroom activities. During the course of the school year, the Parent Club assists all classrooms with family events to raise funds for field trips.

Parents are encouraged to participate in activities at El Vista. During the 2020-21 school year they will be invited to participate in Round-Up, Back to School Night, Second Cup of Coffee, Coffee with the Counselor, Student of the Month Assemblies, evening presentations of El Vista music and chorus students, End of Trimester Awards, ELA Night, Math Night, The English Learner Advisory Committee, School Site Council, and the Parent Involvement and Engagement Committee. All parents are given the opportunity to seek membership and election for the School Site Council.

During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.1	0.8	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.43	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

El Vista has a school safety plan in place for 2020-2021. This plan is reviewed and updated yearly after the Safety Committee receives input from all staff. The Safety Plan includes a copy of the minutes from the Safety Committee Meeting when the Safety Plan was adopted. The Safety Plan components include Immediate Action Responses, Emergency Situations, Student/Parent Reunification, Maps, Evacuation Routes and Procedures, and Students Speaking Out and Safety Hotline Information. It also includes the MCS Dress Code Policy. Additionally the plan includes sections for the Schools Physical Environment, Schools Cultural Environment, Parent/Student Ingress and Egress, School Social Environment, and Nondiscrimination in Education Programs and 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	16	3	1		18	1	2	2	19		1	
1	19	3			21	2	1		17	1	2	
2	24		2		24		2		16	2		1
3	16	4			24		2		17	1	2	
4	24		2		33		1	1	19	1	2	
5	29		2		26		2		33		1	1
6	24	1	1	1	23	1	2		20	1	2	
Other**					9	2			12	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.7
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,190.68	6,215.73	9,974.95	124,400.87
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	2.8	28.8
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-28.2	40.2

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Beard Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Beard Elementary School
Street	915 Bowen Ave.
City, State, Zip	Modesto, CA 95350-3096
Phone Number	(209) 574-1942
Principal	Beth Weston
Email Address	weston.b@monet.k12.ca.us
Website	https://beard.mcs4kids.com/
County-District-School (CDS) Code	50 711676052625

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Constructed in 1955, Beard Elementary School is located in north central Modesto at 915 Bowen Avenue. It is one of twenty-two elementary schools in the district. It serves a wide population of diverse students. The school is in great condition due in part to the dedicated and caring staff. Students within our attendance area are mainly Hispanic and White. The income level of most families falls into the low socio-economic range.

The school serves a diverse group of approximately 400 Transitional Kindergarten through 6th grade students. The student population is 80% socioeconomically disadvantaged and for 19% of our students English is their second language. The ethnic composition is Hispanic 50%, White 25%, African American 8%, Asian 4% and 13% other. Beard's population is comprised of students living in the local neighborhood with others arriving by bus from various neighborhoods around Modesto. In addition to 14 regular education K-6 classes, there are five Special Education classes located on the Beard Campus, two Learning Handicapped and three Severely Handicapped classes. Students with Disabilities make up 23% of our student population.

Beard is an MTSS site. Students performing below grade level receive multiple layers of intervention support to bridge the gap and increase academic performance. In the classroom, teachers teach English Language Arts with McGraw Hill, and SWUN Mathematics (TK - 6th grade). We have adopted the Second Step: Skills for Social and Academic Success program to teach and reinforce social skills. RISE, our after school intervention program for grades 1 – 6, focuses on reading foundational skills and serves approximately 60 Beard students.

ASES, an after school program, serves approximately 140 students. Students receive homework assistance, social skills lessons, and character education. The ASES program also offers a variety of activities and sports for students. Beard has a computer lab with a full time computer literacy teacher. The teacher helps students become proficient in computer skills. Modesto City Schools also provides a Prep Provider who works weekly with students on a variety of skills from character traits to physical education. A mentor program, through Stanislaus County, aides in assisting students with social skills, reading and math fluency, and character building.

In conjunction with the district mission, "Every Student Matters, Every Moment Counts", we strive to maximize every student's academic potential and personal responsibility.

Modesto City Elementary: K-8

Migrant Education /Title Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons that are housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student data base to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	47
Grade 1	45
Grade 2	47
Grade 3	46
Grade 4	81
Grade 5	57
Grade 6	71
Total Enrollment	394

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	8.1
Asian	3.8
Hispanic or Latino	49.5
Native Hawaiian or Pacific Islander	0.5
White	25.1
Two or More Races	8.1
Socioeconomically Disadvantaged	82.7
English Learners	18
Students with Disabilities	20.8
Homeless	1.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	21	22	24	1431
Without Full Credential	1	1	2	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Age of School/Buildings:

This school has classrooms, a cafeteria building, a library, and an administration office. The main campus was built in 1955 and opened in 1955.

Maintenance and Repair:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/1/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Carpet ripped
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Loose faucet, Low flow faucets and fountains, Fountain broken
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Water damage to window sill
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	30	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	14	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Beard provides opportunities for parent involvement in a variety of ways. Beard PTA is very active in supporting the students and teachers through fundraising and volunteer work. Each year we partner with LOVE Modesto to beautify our campus. In addition, we have community members, students, and staff who work together adding to our already beautiful campus. Many of our teachers encourage parent involvement in the classroom especially at the primary grade levels. Teachers, in all grade levels, provide opportunities for parent helpers in the classroom. We also have two committees for parents to be involved. First, we have the English Learner Parent Partnership committee that meets with the Principal at least three times a year to discuss issues surrounding English Language Learners. The second committee is the School Site Council. Members of this committee are elected by the Beard community and staff and oversee the Title I budget. If you would like more information on any of these opportunities, please contact the school office.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.6	0.6	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.45	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Beard Elementary School Safety Plan was developed by California Safe Schools as part of a comprehensive district wide Safety Plan. The plan specific to Beard was developed with input from the Safety Committee made up of staff and parents. The completed plan was reviewed by staff and parents before adoption. The plan is reviewed annually by staff and parents. The main purpose of the plan is to provide guidelines for a variety of possible emergencies that a school might encounter during the year. A list of support staff, district personnel, and the community is made available.

Beard Elementary provides supervision of students prior to the start of the school day at the following locations: the bus drop off area, the cafeteria, and the primary/intermediate playground. Beard has a traffic/safety patrol that monitors major crosswalks near the school both in the morning and directly after school. Yard duties provided after school supervision until the buses have departed. Beard has a single point entry and all visitors to the school must report to the office and be scanned in with our RAPTOR program. Visitors will then receive a sticker which must be worn while on campus. We lock all gates restricting access to the school after the bell rings. All staff members are instructed to question any adults on campus not wearing a visitor sticker and to escort them back to the office to sign in and obtain a sticker. The principal, head custodian, and campus supervisor patrol the school grounds regularly to ensure student safety and to address any safety concerns.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		2		21	1	1	2	24			
1	23		2		24		2		23		2	
2	23		2		24		2		24	2		
3	24		2		23		2		12	2	2	
4	32		2		19	1	2		16	3	2	
5	23		2		25		2		11	3	2	
6	16	5	2		16	5	2		14	3	2	
Other**	12	1							9	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	2.8

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,182.66	5,993.73	9,188.93	108,821.03
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-5.4	15.6
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-20.2	27.2

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Enslens Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Enslens Elementary School
Street	515 Coldwell Ave.
City, State, Zip	Modesto, CA. 95354
Phone Number	(209) 574-1982
Principal	Kendra L. Helsley
Email Address	Helsley.K@monet.k12.ca.us
Website	https://enslen.mcs4kids.com/
County-District-School (CDS) Code	50711676052666

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Enslens School was built in 1929 and is proud of its distinction of being one of the oldest operating schools in our district. It is located on a shady, tree-lined campus in an established neighborhood near the center of Modesto. The staff, parents, students, and community have a long-standing sense of "family" and pride for their school. Enslens has focused on developing and implementing educational programs that are responsive to the needs of students in an ever-changing world. Teachers, parents and support staff collaborate to provide an enriching and supportive environment for all students. The small school atmosphere lends itself well to fostering a rich, challenging learning climate and providing opportunities for children to develop academically, socially, and physically.

Enslens has earned the reputation of maintaining high academic expectations and providing a strong educational program. Many of our parents and some grandparents are former Enslens students, and they have deliberately located their families in the Enslens area so that their descendants could continue the tradition of being Enslens graduates. Parents are actively involved and serve in leadership capacities through the Parent Involvement and Engagement Committee, English Language Parent Partnership, and the Parent Teacher Club (PTC). Parent volunteers are visible daily, providing support and assistance throughout the school. Our educational environment and teaching strategies meet the goals and objectives of a strong curriculum. The Enslens faculty utilizes every opportunity for grade level collaboration centered on analyzing student assessment data and utilizing effective instructional strategies to meet the needs of our students.

Although Enslens is a small school with somewhat limited resources, the emphasis has been on utilizing funds to provide programs, services, and technology that maximize student performance. Enslens's warm and friendly atmosphere, positive learning environment, and tradition of excellence are the products of partnerships between staff, students, and the community.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	47
Grade 1	48
Grade 2	48
Grade 3	62
Grade 4	62
Grade 5	46
Grade 6	53
Total Enrollment	366

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.3
Asian	0.3
Hispanic or Latino	38
White	47.8
Two or More Races	6.6
Socioeconomically Disadvantaged	48.4
English Learners	4.6
Students with Disabilities	10.9
Foster Youth	1.1
Homeless	1.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	18	20	1431
Without Full Credential	0	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

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.

Age of School/Buildings:

This school has classrooms, a cafeteria, a library, and an administration office. The main campus was built in 1939 and opened in 1939.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 6/30/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Damage to ceiling, Damage to walls, Door sticks
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items are stored too high
Electrical: Electrical	Fair	Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Loose faucet

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Plug-in air freshener, Excessive art on walls, Paper hanging from ceiling
Structural: Structural Damage, Roofs	Good	Exterior dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door handle loose
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	59	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	50	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	21	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Parents are encouraged to be involved in the PTC (Parent Teacher Club), volunteer in the classrooms, help publish the yearbook, and assist with fundraising programs. During the COVID crisis, some of the ways parents are involved had to change. Even from a distance, our PTC and parents continue to find creative ways to support staff, students, and promote school spirit. Parents are also encouraged to join the Parent Engagement and Involvement Committee and the English Language Parent Partnership to engage in meaningful communication to improve academic achievement for our Ensenlen students. Parents can obtain up-to-date information on the Ensenlen school website, or the calendar that the school puts out every month.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	1.8	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.49	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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.

Student safety is discussed regularly at Staff meetings, Parent Teacher Club meetings and Safety meetings. The School Safety Plan is reviewed by the School Safety Team regularly. The school custodian checks the school grounds for safety each morning before the children arrive. Repairs are made quickly whenever safety issues are involved. Yard duty staff supervises the playground before school, after school, and during recess. The gates are locked after school begins so that all visitors must come through the front door. A sign is posted at the door informing visitors to report to the office. Visitors sign in at the office and must have their driver's license scanned using the Raptor system. All visitors must wear a Raptor badge while on campus. Letters are sent home and the "phone dialer" is used throughout the year reminding parents that students may not be on campus before 8:15 and must go home immediately after school for their own safety.

During the pandemic, great care and attention has gone into health and safety, included adhering to rigorous protocols such as sanitation stations, social-distancing, occupancy limits in spaces, and wearing of masks, to name a few.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		2		23		2	2	24			
1	20	2	1		18	3			24		2	
2	20	3			23		3		24	2		
3	19	3			21		3		21	1	2	
4	32		2		27		2		31		2	
5	25		2		28		2		23		2	
6	29		2		28		2		27		2	
Other**	29		1		22		1		12	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,190.93	3,210.73	9,980.19	117,049.93
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	2.9	22.8
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-28.3	34.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfa-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfa-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Hanshaw Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Hanshaw Middle School
Street	1725 Las Vegas Street
City, State, Zip	Modesto, CA 95358
Phone Number	(209) 574-1794
Principal	Lori Jonas
Email Address	jonas.l@monet.k12.ca.us
Website	https://hanshaw.mcs4kids.com/
County-District-School (CDS) Code	50711676110068

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Hanshaw Middle School is located in the southwest section of Modesto, California. Hanshaw is one of four comprehensive junior high schools in Modesto City School system. Our enrollment consists of 901 7th and 8th grade students. Hanshaw's student population consists of the following feeder schools: Bret Harte, Fairview, Robertson Road, Shackelford, and Tuolumne.

Our instructional program is a blend of academic and enrichment classes that help students prepare for high school and higher learning. Students are scheduled into academic classes: Language Arts, Mathematics, Science, History Social Science, and Physical Education. An extra period of Language Arts and/or Mathematics Support is offered to students in need of additional support and who have scored basic or below on the California State Test. In addition, students who are English Learners will be scheduled into an Academic Language Development (ALD) class. Our ALD classes strategically focus on teaching students academic language, vocabulary, intensive writing strategies, and building prior and background knowledge. Hanshaw also has the Dual Language Academy (DLA) for 7th and 8th graders to help them be proficient in both English and Spanish. These students have been enrolled in the DLA beginning in elementary school and will to continue learning in both English and Spanish in their social studies class as well as in a Spanish language arts class taught in Spanish.

Three Special Education programs offered at Hanshaw are Resource, Learning Handicapped and Severely Handicapped classes. Our Resource course is designed to assist students with assignments and instruction from general education classes, using their goals from their Individualized Education Plans (IEP). The Learning Handicapped course is designed primarily for students who are capable of meeting the district's approved academic program for graduation but require modifications of the curriculum. Lastly, the objective of our Severely Handicapped course provides students with functional academic skills using adaptive state standards as well as working on life skills.

For enrichment, students can ballot for one of the following elective classes: Introduction to AVID, Spanish, Life Skills, Leadership, Guitar, Band and Exploring Technology (STEM/STEAM). Students gain additional support through our After-School Education and Safety (ASES) Program, and TRIO. This allows our students multiple opportunities to explore various career paths and/or extracurricular activities.

Mission Statement

We believe ALL students can learn in a safe environment, designed to ensure future success in a highly connected world. We expect all members of the Hanshaw School community to treat each other with dignity and respect. Students will attend school, be prepared, and ready to learn. ALL community members will collaborate as a team to create and sustain this academic learning environment at Hanshaw. We will celebrate the academic and social growth of our Hanshaw community.

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	434
Grade 8	465
Total Enrollment	899

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	1.8
Filipino	0.2
Hispanic or Latino	88.2
White	3.2
Two or More Races	1.2
Socioeconomically Disadvantaged	97.6
English Learners	37.2
Students with Disabilities	14.3
Foster Youth	0.4
Homeless	1.7

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	40	39	39	1431
Without Full Credential	1	0	2	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"StudySync, 2018</p> <p>Read 180: HMH rBook and HMH LBook, Stage B Next Generation; HMH 44Book, Stage B HMH Next Generation (paperback and audio) Book Collection; HMH Topic Software, Next Generation</p> <p>Designated ELD Course: StudySyn, 2018"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	"Math 7/Math 7 Honors: Piloting Swun Math at grades 7 and 8 for the 2020-2021 school year. Math 8/Math 8 Honors: Piloting Swun Math at grades 7 and 8 for the 2020-2021 school year. Math 180 Course I: Math 180 Course I mSpace, Scholastic Pre Secondary Math I Honors: Piloting Accelerated Grade 7 Math, Savvas Learning, 2021 Algebra Honors 1 JH: enVision Algebra 1, Savvas Learning, 2020"	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	McGraw-Hill, California IMPACT, 2019	Yes	0
Foreign Language	"Spanish 1, 2, 3, 4: Prentice Hall, 2007 Spanish for Spanish Speakers 3 Nuestro mundo - Holt"	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Age of School/Buildings:

This school has classrooms, a gymnasium, library, multipurpose room, locker-rooms, and an administration office. The main campus was built in 1991 and opened in 1991.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/17/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	1st, 2nd, 3rd, 4th, 5th, 6th, 8th, 9th, 10th toilet leaks at the spud.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	22	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	15	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	10	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Quality Parent Programs: Hanshaw Middle School provides and works collaboratively with other agencies to provide a variety of parent programs to help parents and increase parental involvement through the Healthy Start Program which is a school, agency and community partnership designed to improve and expand student support referrals and advocacy to assist students and their families. Parent Involvement: ELAC, School Site Council, Parent Classes: (a) C.U.P.P. (Community United Parent Project) parent meetings, (b) Parent Support Program, (c) parent resources, (d) Soroptimist Christmas Program/Food Drive, CACE Conferences, Site Committee Trainings, Trainings offered by State and Federal, Site Representatives on District Committees, Safety Committee, School Student Orientations, Back to School Night and Open House Community Involvement, Manos Unidas (South Modesto Community Parent Group), Parents Make A Difference Parent Conference and Annual Binational Health Fair. For further information on how to get involved in school activities please contact:

Jamie Fuentes at (209) 574-1638.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	12.9	10.0	3.6	2.8	3.5	3.5
Expulsions	0.2	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	13.07	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Hanshaw continues its PBIS components to decrease negative behaviors on campus. We also have three campus supervisors to help supervise the campus and school crisis (emergency) procedures (including predetermined evacuation routes and location and lock down procedures). Teachers are provided with a Safety and Emergency Reference guide that indicates the Campus Emergency Action Plan. The Safety Plan is reviewed and approved by the Safety committee each year. We also share the most common emergency procedures that we will encounter in a given year: Lockdown, Evacuation, Secure Campus, and the Drop, Duck, Cover and Hold On. At the end of the day, staff monitor the front gate along with a campus supervisor and 1 or more safety officers to ensure students are being picked up safely and that traffic flows in a safe general direction.

When the Safety Committee meets the parents are notified via a phone dialer. Our Site Specific Dress code is also included in that folder. We review the dress code with all the social studies classes when the conduct code is reviewed.

School area pedestrian safety plan: Students are encouraged to use the buddy system; use designated crossing areas to cross the street; avoid the canals; not walk down middle of the street; and, not accept ride from strangers.

Safety hotline implementation plan: the number is disseminated and distributed to the staff, students and kids are made aware from posters posted around school. Supervision staff checks the messages weekly.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	25	20	15	12	25	15	28	4	26	14	20	9
Mathematics	25	8	21	7	26	8	27	2	28	8	12	12
Science	26	8	19	7	28	6	19	7	30	3	12	14
Social Science	26	8	16	9	27	6	20	6	27	7	11	14

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	599.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	1.9

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,986.33	4,570.81	8,415.52	100,921.19
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-14.2	8.1
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-11.4	19.8

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

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Fairview Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Fairview Elementary School
Street	1937 West Whtimore Ave.
City, State, Zip	Modesto, CA 95358-9463
Phone Number	(209) 574-8102
Principal	Jennifer Aguirre
Email Address	aguirre.j@monet.k12.ca.us
Website	https://fairview.mcs4kids.com/
County-District-School (CDS) Code	50711676962682

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Modesto City School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	fortuna.b@monet.k12.ca.us
Website	www.mcs4kids

School Description and Mission Statement (School Year 2020-2021)

Fairview Elementary School is a K-6 Elementary School located in South Modesto that also houses two Head Start classrooms. The school population includes, 84% Hispanic, 3% White, 2% African American and 5% other or did not state. 48% of our students are English Language learners. 96% of our student population is Socioeconomically Disadvantaged and 9% of our student make-up includes Students with Disabilities. The school currently has 731 students enrolled and participating in a traditional schedule. The site provides both sheltered English instruction as well as a focused character education program that is consistent across Modesto City Schools. Mission Statement: All Fairview Falcons, students and staff, will learn and grow every day.

Fairview staff and administration are working in collaboration to become proficient in the Common Core State Standards. Working together to refine lesson delivery and design, teachers and students are able to benefit from a structured and rigorous educational environment that offers ongoing checks for understanding, continuous use of student engagement strategies and consistent implementation of instructional norms. Addressing areas of need through intervention strategically, while accelerating learning through extension provides differentiated instruction for the wide range of diverse learners we serve. Focusing on vocabulary development, building of academic language, skills, and concepts; Fairview is working to move our students into literacy and the development of critical thinkers.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	114
Grade 1	116
Grade 2	107
Grade 3	118
Grade 4	104
Grade 5	90
Grade 6	123
Total Enrollment	772

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.9
Asian	3.6
Filipino	0.1
Hispanic or Latino	83.8
Native Hawaiian or Pacific Islander	0.6
White	2.8
Two or More Races	1.9
Socioeconomically Disadvantaged	94.9
English Learners	57.6
Students with Disabilities	7.6
Foster Youth	0.4
Homeless	1.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	35	37	41	1431
Without Full Credential	0	1	1	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Fairview strives to ensure that all students are safe at school. Students are supervised in the mornings as they get off the bus, at drop-off, and at loading with the assistance of yard duty personnel. During the day when students are at school, gates that provide access onto school grounds are locked. Visitors' passes must be obtained through the RAPTOR system for campus entry and are allowed only for scheduled business or regular volunteers. Parent/guardian or emergency contact status is checked prior to check-out of a student with an adult. In the afternoon, students are supervised by yard duty personnel upon dismissal while the campus remains closed to visitors throughout this time period.

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 classrooms, a cafeteria, library, an early childhood ed program, and an administration office. The main campus was built in 1951 and opened in 1951.

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 exemplary repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8/07/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	2nd toilet leaks at the vacuum breaker. 1st toilet leaks at the spud.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	25	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	15	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	5	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Parents at Fairview have the opportunity to work collaboratively in a variety of activities, events, and committees. SSC—School Site Council assists in developing, reviewing, and approving the Single Plan for Student Achievement which drives our course of action and plan for meeting the educational goals we have set for our school. ELPP—English Learner Parent Partnership provides input on a variety of issues related to the education of English Learners at our site. Parents have the opportunity to share ideas related to increasing the performance of English Learners in our school. PIE – Parent Involvement and Engagement Committee provides an arena for parents to contribute ideas to our site regarding increasing parental involvement and support. School Safety Committee meets on a regular basis to ensure that the school maintains a safe and secure learning environment. Topics that this committee address include parking lot and traffic safety, playground and social skill development, as well as campus supervision and security. Family Nights—Parents at each grade level have the opportunity to participate in a fun and educational activity with their child here at Fairview. Back to School Night—This is an opportunity for parents to meet their child’s teacher and open lines of communication between home and school. Open House – This is an opportunity for students to lead parents through their classrooms and show what they have learned. Student of the Month – Students are selected monthly by their teachers for demonstrating the character trait of the month. From honesty to courage, our students are encouraged to not only excel in academics, but in the traits that will promote them as positive members of their school and community. Parents who are willing to volunteer in their child's classroom is always welcomed and encouraged.

Contact Persons:

Jennifer Malone-Aguirre, Principal 574-8102

Javier Lara, Vice Principal 574-8102

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	0.9	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.58	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

A Safety Plan is in place at Fairview Elementary School and was developed with the assistance of the members of the Site Safety Committee, (which includes teachers, staff, administration and parents). The plan is reviewed each year for effectiveness and can be adjusted as needed. Procedures to be followed in the event of any emergency at the school, or as a result of a situation in the neighborhood which may impact the school site, are outlined in this plan. Safety Drills are scheduled throughout the school year to train students and staff to respond in case of emergency situations such as: fire, lockdown, or evacuation of the building. Evacuation routes and pertinent information to assist officials to ensure student and staff safety are also included in the plan. Fairview also participates in the Great Shake Out each year, drawing attention to preparedness in the event of an Earthquake in conjunction with many schools across the state.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	5	1		23		5	5	23			
1	23	1	5		19	4	1		23		5	
2	23		5		22		6		21	4		1
3	24		3		22		5		24		5	
4	30		4		30		3		26		4	
5	28		4		32		4		30		3	
6	30		4		29		5		31		4	
Other**									12	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	4.3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,425.99	3,397.30	9,028.69	108,216.77
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-7.2	15.1
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-18.4	26.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcwf-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcwf-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Franklin Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Franklin Elementary School
Street	120 South Emerald Avenue
City, State, Zip	Modesto, CA 95351-1197
Phone Number	(209) 574-8112
Principal	Scott Genzmer
Email Address	genzmer.s@monet.k12.ca.us
Website	https://franklin.mcs4kids.com/
County-District-School (CDS) Code	50711676052690

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

School Mission Statement: The aim of Franklin Elementary School is to teach all students:

- To read with understanding and enjoyment; to communicate effectively in writing.
- To apply listening and speaking skills in a variety of contexts;
- To master the English language and application of mathematics;
- To understand the fundamental concepts, terms, and processes of science;
- To value democratic ideals;
- To help all students develop character traits, appropriate behavior, self-discipline, decision-making abilities, and respect for other cultures;
- To appreciate art, drama, dance, and music; and
- To understand the value of physical fitness and wellness while developing essential academic skills.

The aim of staff development at Franklin Elementary is to increase the skills and knowledge needed to implement effective teaching strategies in a safe, supportive, and nurturing environment.

School Vision Statement: All Franklin students can, and will, learn at high levels in a safe, supportive, and nurturing environment.

School Description: Franklin Elementary School is an urban, public school located in west Modesto, California, approximately one mile from the District's central office, which was the original location of Franklin Elementary School. Our enrollment is 715 students in Transitional Kindergarten through sixth grade. Additionally, we have 84 Head Start and State Preschool children on our campus, for a school wide enrollment of 799 students.

Our campus is diverse and comprised of approximately 74.2% Hispanic or Latino, 5.5% Asian, 6.1% White, and 6.4% African American. 45.3% of our students are second language learners, 9.3% of our students have a diagnosed learning disability, and 98.3% are socioeconomically disadvantaged. Franklin Elementary has 48 certificated staff members and 42 classified staff.

Franklin is a generational school where the veteran faculty are now proudly teaching the children of former Franklin students. Many of the teachers have advanced graduate degrees and certificates (i.e. Masters, Doctorate) and our support staff members are passionate about meeting the academic, behavioral, and social-emotional needs of our students. Additionally, our dedicated Resource Specialists, Instructional Paraprofessionals, District Improvement Facilitator, itinerant professionals (School Psychologist, Speech Therapist, Library Assistant, Mental Health Clinicians, Student Assistant Specialist, Family Support Specialist, Healthy Start Coordinator, Nurse, Health Clerks, Prep Providers, Computer Literacy, and Music teachers), and three site administrators work together with families and the community in a collaborative partnership to build a positive school community and strengthen student achievement.

Our large campus houses 28 Transitional Kindergarten through sixth grade classrooms, one Head Start class, three Preschool classes, a library, a resource classroom, two intervention centers, and two computer labs. Our emphasis on literacy is reinforced by one Instructional Coach, three MTSS Intervention Instructional Paraprofessionals, two Title I Instructional Paraprofessionals, and a District MTSS Instructional Coach who all work closely with classroom teachers in using research-based programs to support struggling readers in grades K-6. Teachers provide targeted intervention during the school day, as well as after school tutoring in the RISE program (Rigorous Intervention for Students Excellence) to promote proficiency in reading comprehension and fluency. The After School Education and Safety (ASES) Program provides homework support, enrichment opportunities, performing arts, and sports activities for approximately 350 students. Our Healthy Start Program offers parenting, nutrition, and empowerment classes and connects families to a variety of community services. Our collaborative network of business and community partnerships enables Franklin students to receive mentoring and additional literacy support. Collectively we endeavor to: (1) provide each student with a relevant educational experience that addresses real-world problems; (2) cultivate life-long learners; and (3) develop a respectful and responsible citizenry.

The instructional program at Franklin is built upon an infrastructure of Response to Intervention (RTI). We believe that all students can, and will, learn at high levels in a safe, supportive, and nurturing environment. In Tier 1, students are taught through high-quality and research-based instruction in all areas, but focusing particularly on English Language Arts curriculum and standards. In Tier 2, every student is strategically placed into intervention reading groups, using data, and are given differentiated small-group instruction based on their reading levels. This allows all students to receive the instruction they need to continue to grow in the ELA standards. Students needing additional support receive Tier 3 interventions from a Resource Specialist or Instructional Paraprofessional. The focus on Tier 3 is for those who have not responded to all other interventions.

Franklin embraces the Peace Builder philosophy, which includes several tiers of support, including Restorative Practices. Teachers use the district-adopted materials in English Language Arts, Mathematics, Science, and Social Studies. The school also has two computer labs, which are used to teach students keyboarding, word processing, and presentation skills. In addition, the school has two reading intervention centers, which are used to provide students with reading intervention support throughout the day.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	116
Grade 1	120
Grade 2	96
Grade 3	112
Grade 4	120
Grade 5	102
Grade 6	118
Total Enrollment	784

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.3
Asian	5.2
Filipino	0.3
Hispanic or Latino	75.4
Native Hawaiian or Pacific Islander	1
White	5
Two or More Races	4
Socioeconomically Disadvantaged	96
English Learners	43.1
Students with Disabilities	7.4
Foster Youth	0.4
Homeless	1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	39	37	29	1431
Without Full Credential	0	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Age of School/Buildings:

This school has classrooms, a cafeteria, library, an early childhood education program, family learning center and an administration office. The main campus was built in 1951 and opened in 1951.

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 exemplary repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/06/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	22	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	15	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	6	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Dina Brambila (Healthy Start Coordinator) (209) 575-7365

Brenda Patton (Community Aide/ Attendance Liaison) (209) 574-8112

There are multiple opportunities for parent involvement. Through the Healthy Start Program, parents may participate in classes to learn about nutrition, CPR, First Aid, positive parenting, stress management, self-esteem, and strategies to assist in the education of their children. Other venues for parent involvement include: Parents Making A Difference Conference; bi-monthly Parent Café meetings, and the English Learner Advisory Committee (ELAC) informational meetings; the Promotoras Network group meets monthly and empowers parents to develop their 'voice' in the community; the Latino Family Literacy Project and Fit Families sessions encourage literacy, health, and fitness. Additional parent/student activities and events are held throughout the school year under the direction of the Healthy Start Coordinator.

Parents may also become involved in: the School Site Council meetings where the school plan and site needs are addressed; informal gatherings called the Franklin Family Fellowship where families discuss ideas for school improvement over breakfast; monthly Parent-Teacher Club (PTC) meetings are held to plan and promote family-oriented activities, including Family Movie/Literacy/Science Nights. Through the PTC, parents may also support fundraising activities, a Volunteer Luncheon to recognize the contributions of other parents and community members, and a host of other events designed to provide the parents/community with information about literacy and math, as well as intervention and enrichment services designed to promote student success.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.4	2.2	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.81	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Franklin's seven-member Safety Committee reviewed and updated the comprehensive School Safety Plan on December 1, 2020. Key elements in the plan include providing a secure campus, school crisis procedures, evacuation plans, and visitor policies. A copy of the plan is available for review on our district's webpage.

Once school has begun, all campus exterior gates are locked. When visitors enter campus, they must come into the office, register through the Raptor Visitor system, and wear a Visitor's sticker, which is dated and/or initialed by office staff. The school grounds are also monitored by our Campus Assistant and Yard Duty Supervisors who supervise the morning, lunch, and afternoon recess duty. Before and after school, the Campus Assistant, the student Safety Patrol members, and the adult Safety Patrol Coordinator serve as crossing guards in front of the school to help students and adults cross at the busy intersection. Students in the ASES Program are supervised until they are picked up by their parents by 6:00 PM. School wide fire/evacuation drills are held each month and at least three lockdown drills are conducted every year with two occurring during the 1st trimester.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22		5		24		5	2	20		4	
1	21	1	5		21	1	4		24		5	
2	24		5		24		5		24	4		
3	19	6			20	5	1		22		5	
4	29		4		34			3	30		4	
5	31		4		32		3	1	34			3
6	32		4		30		5		30		4	
Other**	25		2		23		1		10	4		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	

Title	Number of FTE* Assigned to School
Other	3.8

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,359.66	3,912.60	9,447.06	115,785.58
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-2.6	21.8
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-22.9	33.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfa-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfa-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Fred C. Beyer High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Fred C. Beyer High School
Street	1717 Sylvan Ave.
City, State, Zip	Modesto, CA 95355
Phone Number	(209) 574-1647
Principal	Dan Park
Email Address	park.da@monet.k12.ca.us
Website	https://beyer.mcs4kids.com/
County-District-School (CDS) Code	50711755030010

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Fred C. Beyer High School is one of seven comprehensive high schools in the Modesto City Schools system that serves approximately 30,000 students, grades K-12. Built in 1972, Beyer is located in the heart of the San Joaquin Valley in central California in the northeast section of Modesto.

- 6% of our students are designated English Language Learners.
- 14% of our students are included in our special education program.
- 77% are considered economically disadvantaged and would qualify for a SAT fee waiver.
- All students are eligible for a free lunch. (new this year)
- 342 students graduated in the class of 2020 creating a 93% graduation rate.

School programs are designed to serve all students so that regardless of background, interest or ability, each student, given the appropriate support, will be well prepared for future academic and career endeavors. Our mission is to ensure that students are prepared academically, physically, socially, and emotionally to function as productive members of society.

Beyer's Schoolwide Learner Outcomes:

Complex Thinker

- Identify, gather, analyze, and apply/use multiple resources and information
- Analyze, interpret, and evaluate significant concept within various contexts
- Develop solutions to various problems

Self-Directed Learner

- Develop and apply multiple effective learning strategies to various tasks
- Establish and achieve effective goals for personal priorities and needs
- Foster Global citizenship

Effective Communicator

- Organize and express important verbal and written messages
- Receive and interpret the messages of others effectively
- Use technology responsibly and appropriately

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	392
Grade 10	458
Grade 11	392
Grade 12	392
Total Enrollment	1,634

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.5
Asian	4.3
Filipino	1.5
Hispanic or Latino	43.3
Native Hawaiian or Pacific Islander	0.7
White	37.6
Two or More Races	6.7
Socioeconomically Disadvantaged	60.5
English Learners	5.3
Students with Disabilities	14.7
Foster Youth	0.6
Homeless	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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	73	95	86	1431
Without Full Credential	1	2	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom & Worth</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> <p>"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, Addison Wesley, 2006</p> <p>Financial Math: Mathematics for Business and Personal Finance, Glencoe, 2010</p> <p>Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019</p> <p>Math 180 Course I: Math 180 Course I mSpace, Scholastic, HMM</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic, HMM</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, 7th Edition, Prentice Hall, 2007</p> <p>Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020</p> <p>Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020</p> <p>Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>"AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science</p> <p>Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018</p> <p>AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth</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, SAVVAS 12th Edition 2018</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: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006 "		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<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.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>"AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978. 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 ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988 Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc. Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co. Williams, Arthur. Sculpture. Davis Art Education Materials Nigrosh, Leon. Claywork. Davis Art Education Materials 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 The Complete Potter’s Companion by Tony Birks Sculpture by Arthur Williams, Davis Art Education Materials 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. Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub. Exercises for Ensemble Drilli, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills</p> <p>Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills 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</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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</p> <p>Successful Sight Singing, Telfer, Pub. Kjos</p> <p>Sing Legato, Jennings, Pub. Kjos</p> <p>Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser</p> <p>The Acapella Singer, Clough/Leigher, Pub. Schirmer</p> <p>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</p> <p>Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011</p> <p>The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013</p> <p>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</p> <p>The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013</p> <p>Fresh Flowers, The John Henry Company,</p> <p>Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p> <p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</p> <p>Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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"		

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

School Facility Conditions and Planned Improvements

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.

Beyer High School is the district's fourth oldest high school with a design unique to the district. Over the past few years there have been several significant upgrades to the facilities. The entire exterior of the campus was painted in summer 2020. Three portable classrooms were refurbished to serve as the location for the new JROTC CTE Program. Several classrooms have received new carpeting and almost 100% of the school's interior classrooms and hallways received new paint. Beyer has received a much-needed refurbishing to its gymnasium with the removal of the original bleachers and replacing them with new, modern, and safety compliant bleachers. Cement surrounding the gymnasium was removed and replaced, eliminating the large cracks and crevices that were a safety issue. Beyer's theater received refurbishing which included interior paint, a new sound system, and a new stage curtain. An electronic marquee has been installed in front of the school providing valuable information to the families of Beyer and local residents traveling Sylvan Ave. A new Special Education Therapy Restroom was built, replacing a much older structure. The floor tiles in the main building were removed and the concrete floors were polished. The entire campus is Wi-Fi enabled, allowing students to use their one-to-one devices in all areas.

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 classrooms, a cafeteria, library, two gyms, locker rooms, pool, and an administration office. The main campus was built in 1972.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/16/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Vent damaged
Interior: Interior Surfaces	Fair	Water leaking in walls, Bowing and stained ceiling tiles, Linoleum bubbling, Walls cracked, Floor raised/uneven, Damaged and Loose ceiling tiles, Counter top delaminating, Carpet loose and stained
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Poor housekeeping
Electrical: Electrical	Good	Missing light difuser, Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Eye wash station not inspected monthly, Faucets loose, Missing wall tiles, Faucet broken

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Emergency exit light not working properly, Non-fire rated fabric and/or decorations, Peeling paint, Missing emergency exit sign, TV not anchored, Unsecured cabinet at exit
Structural: Structural Damage, Roofs	Good	Wood frame broken/exposed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Windows blocked by metal security screen, , Ripped window screen, Door has sharp edge
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	56	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	28	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	23	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 equip students with skills for today's complex workforce. Modesto City Schools operates over 30 distinct CTE programs spread across its seven comprehensive high school sites and ancillary facilities. Beyer High School offers CTE Pathways in Agriculture, Robotics, and JROTC. These site and district 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, collaboration and awareness of the expectations of business, industry, and the workplace. CTE program data is 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	539
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	24.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.4

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.5
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	40.87

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Beyer tries to provide a wide-variety of opportunities for parents to be involved in the decision making process and in informational venues. Parents can be involved and/or receive information regarding school and how to assist their students by participating in School Site Council, English Learner Advisory Committee, Parent Information Meetings, Title I Parent Meetings, Freshman Parent Orientation, Back-to-School Night, Open House, 8th grade Parent Night, College Information Night, Parent Schoology Accounts, School Website, PowerSchool Parent Portal, and Social Media.

There are four booster organizations on campus in which parents can become involved.

1) Athletic Boosters

President: Melonie Albina

Email: beyerathleticsbooster@gmail.com

Website: www.beyerathleticboosters.com

2) Band & Color Guard Boosters

President: Ken Kauffman

Email: president@beyerband.org

Website: www.beyerband.org

3) Renaissance Boosters

School Contact: Melissa Maher

Email: maher.m@mcs4kids.com

4) Robotics Boosters

President: Eric Tobias

Email: wine4et99@hotmail.com

School Contact: Heidi Pagani

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.7	3.5	3.3	5.9	7.7	6.6	9.1	9.6	9
Graduation Rate	92.9	91.7	92.1	88.4	87.1	87.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.6	7.1	5.7	6.3	3.5	3.5
Expulsions	0.0	0.1	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.99	4.9	N/A
Expulsions	0.05	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Beyer High School Safety Plan is a comprehensive document outlining protocols, plans, and procedures to ensure the continuance of a safe and harmonious school environment. The plan is updated annually and submitted to Modesto City Schools for review. In addition, the plan is reviewed with the Site Safety Committee and the entire faculty and staff as needed. One important component of the plan is to routinely practice fire drills, lockdown drills, and evacuation 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. Bomb threat
3. Suicide or death
4. Earthquake
5. Precautionary lockdown
6. Emergency lockdown
7. Emergency school wide evacuation

In the event that such an emergency occurs, the Principal or his designee implements emergency protocols as dictated by District policy and law enforcement.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	24	32	10	36	26	28	8	37	24	28	9	37
Mathematics	24	23	13	29	25	25	9	31	23	28	10	29
Science	24	17	9	21	27	14	8	21	28	10	8	22
Social Science	23	27	8	32	24	28	6	34	27	14	5	37

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	408.5

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	1
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	2.7

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,791.85	5,274.28	10,517.57	117,473.63
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	8.1	23.2
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-33.4	34.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfa-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfa-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All courses	14	16

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Grace M. Davis High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Grace M. Davis High School
Street	1200 W. Rumble Road
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 574-1670
Principal	Michael Shroyer
Email Address	shroyer.m@monet.k12.ca.us
Website	https://davis.mcs4kids.com/
County-District-School (CDS) Code	50711755031380

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

“In Pursuit of Excellence” has been the Grace M. Davis High School motto since the campus opened in the winter of 1961. Although the environs around Grace M. Davis High School have changed from agrarian to urban, the focus on student success and learning has remained the same. Grace M. Davis High School (GDHS) is located in the northwest part of the city of Modesto, California. The school is one of seven comprehensive high schools in the Modesto City Schools high school district. GDHS serves students from three large junior high schools, two of which are affiliated with another school district. GDHS reflects the socioeconomic and ethnic diversity of the city of Modesto. GDHS has a diverse student population of approximately 2030 students. GDHS is known for its outstanding academics, athletics, and academy programs. We are proud of the participation in and success of our many academic teams, which include CSF, FFA, Mock Trial, Academic Decathlon, and more. We proudly recognize students quarterly for academics through our Renaissance program and celebrate character monthly through our Honor the Shield program.

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

MISSION STATEMENT

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	558
Grade 10	502
Grade 11	476
Grade 12	459
Total Enrollment	1,995

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.4
Asian	6.1
Filipino	0.6
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	1.1
White	20
Two or More Races	5
Socioeconomically Disadvantaged	79.8
English Learners	23.5
Students with Disabilities	12.9
Foster Youth	0.3
Homeless	0.7

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	106	92	103	1431
Without Full Credential	6	0	1	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	4

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom & Worth</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> <p>"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, Addison Wesley, 2006</p> <p>Financial Math: Mathematics for Business and Personal Finance, Glencoe, 2010</p> <p>Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019</p> <p>Math 180 Course I: Math 180 Course I mSpace, Scholastic, HMM</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic, HMM</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, 7th Edition, Prentice Hall, 2007</p> <p>Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020</p> <p>Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020</p> <p>Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>"AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science</p> <p>Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018</p> <p>AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth</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, SAVVAS 12th Edition 2018</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: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006 "		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<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.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>"AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978. 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 ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988 Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc. Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co. Williams, Arthur. Sculpture. Davis Art Education Materials Nigrosh, Leon. Claywork. Davis Art Education Materials 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 The Complete Potter’s Companion by Tony Birks Sculpture by Arthur Williams, Davis Art Education Materials 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. Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub. Exercises for Ensemble Drilli, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills</p> <p>Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills 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</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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</p> <p>Successful Sight Singing, Telfer, Pub. Kjos</p> <p>Sing Legato, Jennings, Pub. Kjos</p> <p>Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser</p> <p>The Acapella Singer, Clough/Leigher, Pub. Schirmer</p> <p>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</p> <p>Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011</p> <p>The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013</p> <p>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</p> <p>The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013</p> <p>Fresh Flowers, The John Henry Company,</p> <p>Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p> <p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</p> <p>Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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"		

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

GDHS was constructed in 1961. During the summer of 2007, many of Davis High's classrooms received air conditioning. That project continued during the summer of 2008, and resulted in all classrooms being air-conditioned. In 2009-2010 the campus saw increases to its technological ability with a new computer lab as well as a PIN system in the cafeteria. During 2010-2011, several out-of-date portable buildings have been removed as campus space becomes available and the student population changes due to boundary adjustments. In the summer of 2011, the gymnasium received a new set of bleachers and all restrooms, entrances, and pathways were improved in order to meet ADA requirements. The school's "Little Theater" has been renovated as well as other projects such as perimeter fencing and mounted cameras for safety and video surveillance. During the 2014-2015 school year, campus wide wireless internet connectivity (including access points, switches, conduit, and wiring) were installed to allow for "Digital Davis", in which all students began using laptop computers at school and at home. The track and practice football field were leveled and rebuilt from the ground up. The front office interior was painted and the roof surfaces have been resurfaced. Several classrooms were completely remodeled to allow for the addition of ROP nursing classes on campus, including the ROP Health Occupations Lab with eight functioning hospital bed stations. During the summer of 2015 and 2017 new concrete was poured and asphalt redone on sections of the campus that had uneven pavement in order to improve safety. The agriculture facilities were updated during the 2017-18 school year. In the summer prior to the 2020-2021 school year, the Career Center was updated and became the College and Career Center. The newly renovated College and Career Center includes offices for the College Counselor, Work Experience Coordinator, and a Career Center Tech/Navigator along with a common meeting area for group presentations. While GDHS is a traditional high school in many respects, what distinguishes it is not the bricks and mortar that make up the buildings, but the committed staff and students who inhabit the buildings and walk the halls every day.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings: This school has classrooms, a cafeteria, library, gym, locker room, pool, and an administration office. The main campus was built in 1959 and opened in 1959.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/25/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	2nd toilet leaks at the spud. 7th toilet does not flush. 1 of 1 toilet leaks at the spud and vacuum breaker. 1st toilet leaks at the spud. 4th urinal leaks at the back. 1st and 2nd toilets leak at the spud.
Interior: Interior Surfaces	Good	6th and 7th toilet seats are loose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Faucet leaks at valve. Fountain bubbler has low pressure.
Safety: Fire Safety, Hazardous Materials	Good	Desks are stored in front of the electrical panel.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	14	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	10	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Career Technical Education Programs (School Year 2019-2020)

Vocational Education, in 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 equip 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1119
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.5

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	88.94
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	35.57

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

GDHS has a School Site Council (SSC). This group meets five times per year to discuss a variety of issues pertaining to school oversight and Title 1 funding. The English Learner Advisory Committee (ELAC) plays an important role at GDHS. It responds to the needs of students whose native language is other than English, provides helpful information/training to parents, and serves as a conduit of communication. ELAC meetings are held 3--4 times per year. GDHS also has a large contingent of parents who are actively involved. There are many other opportunities, such as booster organizations, for parents to take part in their student's education at GDHS. They include Athletic Boosters, FFA/Ag Boosters, SPEAR (Spartan Pupil Enrollment and Registration), the parent involvement committee, and more. Regular parent training is offered to educate parents on topics such as graduation requirements, technology, English classes, social/emotional supports and more! Parents are encouraged to be involved in their student's education by attending parent conferences, communicating regularly with teachers regularly and attending events such as Back to School Night, Open House and award ceremonies.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	6.1	6.4	7.9	5.9	7.7	6.6	9.1	9.6	9
Graduation Rate	84.1	86.4	87.3	88.4	87.1	87.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.6	6.9	5.7	6.3	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.07	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Grace M. Davis High School Safety Plan is updated each year (Last Update: October 8, 2020) and shared with staff at the beginning of the school year. Drills are conducted during the course of the school year to practice and evaluate readiness of the Davis High School staff and students. The Grace M. Davis High School Safety Plan identifies twelve crisis events and addresses initial emergency responses appropriate for each. The twelve events are: Intruder/Hostage Situation, Weapons/Bomb/Other Threats, Student Unrest, Medical Emergency/Psychological Crisis, Explosion or Risk of Explosion, Hazardous Spill/Release, Fire/Smoke, Weather Emergencies, Earthquake, Power/Utilities Failure, Aircraft/Vehicle Crash, Animal Disturbance/Bee Swarm. In the event of a crisis, the principal, or the principal's designee, will be in charge of implementing the plan and taking charge of the emergency situation. All visitors must check in with the school receptionist in the main office. They are required to sign-in and document the reason for their visit using the Raptor tracking system in place at the front office. If campus access is approved, visitors receive an identification tag, which must be prominently displayed at all times. If checking a student out of school for the day, the individual must present photo identification, and be listed on student's registration and emergency information documents. Administrators and the campus supervision team supervise students before school, after school and during lunch, and make themselves available at all times via two-way radio. Campus supervisors are assigned to zones throughout the campus, which they monitor during their shift. Campus supervisors are also assigned to the bus loading area to monitor traffic and non-students who may attempt to enter campus.

During passing periods campus supervisors monitor hallways, check for passes, and respond to student accidents, illnesses, or disruptive activity. Administrators, campus supervisors and the school safety officer are in constant communication with each other and the main office via two-way radio

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	21	71	14	30	20	68	23	34	21	63	41	30
Mathematics	24	29	19	29	22	37	14	31	22	32	22	32
Science	26	13	10	22	24	20	7	26	27	13	12	24
Social Science	24	27	16	31	21	38	20	28	19	44	21	25

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	399

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	1.6

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,615.69	5,275.97	10,339.72	100,890.56
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	6.4	8.1
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-31.7	19.8

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

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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	0	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All courses	12	9.3

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Kirschen Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Kirschen Elementary School
Street	1900 Kirschen Drive
City, State, Zip	Modesto, CA 95351
Phone Number	(209) 574-8142
Principal	Millie Jackson
Email Address	Jackson.m@monet.k12.ca.us
Website	https://kirschen.mcs4kids.com/
County-District-School (CDS) Code	50711676105670

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Kirschen Elementary School is located in the southwestern section of the city of Modesto. Built in 1987 on approximately five acres, the school was developed to accommodate the growing population on the Westside of Modesto. The school originally was built for grades K-1 and had less than 400 enrolled with 12 classrooms. Kirschen changed to become a year round multitrack school in 1991-92 with additional relocatable buildings added to accommodate over 800 K-6 students. The school is located within a low income neighborhood where all students are able to walk to school. It is unique in that the students represent a wide variety of ethnic and cultural groups. Kirschen is also adjacent to Robertson Road Elementary School.

Kirschen Mission Statement:

At Kirschen, we will create a safe intellectual environment that is conducive to optimal learning where ALL children can grow and achieve their personal best. Our scholars will become independent thinkers, lifelong learners, and contributing citizens.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	63
Grade 1	54
Grade 2	78
Grade 3	72
Grade 4	93
Grade 5	68
Grade 6	78
Total Enrollment	506

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.8
Asian	7.9
Filipino	0.2
Hispanic or Latino	79.4
Native Hawaiian or Pacific Islander	1
White	3.4
Two or More Races	4.3
Socioeconomically Disadvantaged	96.6
English Learners	50.2
Students with Disabilities	10.1
Homeless	0.8

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	30	24	23	1431
Without Full Credential	0	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Age of School/Buildings:

This school has classrooms, a cafeteria, library, an early childhood ed program, and an administration office. The main campus was built in 1986 and opened in 1986.

A closed campus is maintained to insure parents of the safety of their children while they are at school. Students are not to leave the enclosed school grounds from the time they arrive on campus until dismissal time.

If a student must leave during the day for a medical appointment or any other reason, he/she must bring a note or the parent must call the office. Students must be checked out in the office before leaving.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/04/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Items are stored in front of the electrical panel. 3 feet of clearance must be maintained in every direction.
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	27	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	17	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	8	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Kirschen recognizes that parents are their children's first and most influential teacher and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. Kirschen provides a variety of opportunities for parent involvement. Parents are always encouraged to work with the classroom teacher to provide assistance in their child's classroom with an emphasis on reading fluency. We host a monthly "Family Friday Read-in" where parents visit the classroom and listen to their child read for 20 minutes.

On the first Friday of each month we offer a “Principal’s Coffee” to provide an opportunity for discussion about current school issues. A variety of topics relating to the school and community are offered throughout the school year. Kirschen has a School Site Council/EL Parent Partnership Committee that helps in giving direction for the school. Parent involvement will continue to be a key to Kirschen’s success. Parents are encouraged to participate in school activities through the following communication methods; memos, monthly newsletters, surveys, school website, email, phone dialers, and flyers. School information is provided in a language and format parents can understand. Please contact the Kirschen office at (209) 574-8142 or sent an email to Principal Jackson at Jackson.m@monet.k12.ca.us.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.4	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.51	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

A Safety Plan co-developed by the California Safe Schools is in place at Kirschen School. Developed by the members of the Site Safety Committee and Mr. Charles Halford, California Safe Schools Coordinator, which includes teachers, staff, administration, and parents, the plan is reviewed each year for effectiveness.

Procedures to be followed in the event of any emergency at the school, or as a result of situation in the neighborhood which may impact the school, are outlined in the plan. Safety Drills are scheduled throughout the school year to train students and staff to respond in case of fire, lockdown, or evacuation of the building. This schedule, determined by the Safety Committee, is included in the Safety Plan. Evacuation routes, maps of the area and pertinent information to assist officials to ensure student and staff safety are also included in the plan. An Attendance Plan has also been developed to monitor and encourage regular attendance of all students

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		4		21	1	2	2	21		1	
1	21	1	3		22		4		18	3		
2	24		4		21	1	3		20			4
3	21	1	3		24		4		24		3	
4	30		3		25		3		31		3	
5	28		3		30		3		34			2
6	25	2		3	23	2	3		26		3	
Other**	15	1			14	1			7	4		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	2.7

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,181.29	3,753.21	9,428.08	112,750.18
District	N/A	N/A	9,699.56	93,066

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-2.8	19.1
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-22.7	30.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

James Enochs High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	moore.a@monet.k12.ca.us
Website	https://enochs.mcs4kids.com/
County-District-School (CDS) Code	50711750110593

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

James C. Enochs High School is one of seven comprehensive high schools 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, including an award winning marching band. 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 2019-2020)

Grade Level	Number of Students
Grade 9	673
Grade 10	543
Grade 11	598
Grade 12	549
Total Enrollment	2,363

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.1
Asian	6.2
Filipino	5.8
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	1.3
White	32.8
Two or More Races	5.6
Socioeconomically Disadvantaged	46.6
English Learners	3.3
Students with Disabilities	9.8
Foster Youth	0
Homeless	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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	96	96	99	1431
Without Full Credential	0	2	3	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom & Worth</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> <p>"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, Addison Wesley, 2006</p> <p>Financial Math: Mathematics for Business and Personal Finance, Glencoe, 2010</p> <p>Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019</p> <p>Math 180 Course I: Math 180 Course I mSpace, Scholastic, HMH</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic, HMH</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, 7th Edition, Prentice Hall, 2007</p> <p>Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020</p> <p>Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020</p> <p>Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>"AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science</p> <p>Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018</p> <p>AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth</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, SAVVAS 12th Edition 2018</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: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006 "		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<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.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>"AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978. 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 ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988 Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc. Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co. Williams, Arthur. Sculpture. Davis Art Education Materials Nigrosh, Leon. Claywork. Davis Art Education Materials 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 The Complete Potter’s Companion by Tony Birks Sculpture by Arthur Williams, Davis Art Education Materials 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. Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub. Exercises for Ensemble Drilli, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills</p> <p>Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills 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</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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</p> <p>Successful Sight Singing, Telfer, Pub. Kjos</p> <p>Sing Legato, Jennings, Pub. Kjos</p> <p>Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser</p> <p>The Acapella Singer, Clough/Leigher, Pub. Schirmer</p> <p>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</p> <p>Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011</p> <p>The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013</p> <p>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</p> <p>The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013</p> <p>Fresh Flowers, The John Henry Company,</p> <p>Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p> <p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</p> <p>Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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"		

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

School Facility Conditions and Planned Improvements

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, music programs, 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 large, deep bottom pool. The campus is well equipped with technology where each classroom has a multimedia presentation system including: a computer, LCD projector and/or large screen TV, a DVD player, and document camera. The school is equipped with wireless access in all classrooms, center courtyard, and offices. Students have individually checked out lap-top devices, as well as access to computer labs, including a computer lab in the library. The Enochs Library also houses an extensive research room.

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 classrooms, laboratories, a cafeteria/multipurpose room, gym, locker rooms, library, book-room, 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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/9/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Repair of underground gas lines.
Interior: Interior Surfaces	Fair	Stained ceiling tiles, Damaged ceiling, Damaged wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items stored too high, Clutter
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucet leaking, ADA shower not functional, Faucet broken, Hand dryer broken, Faucet loose, Eye wash station blocked, Eye wash low flow
Safety: Fire Safety, Hazardous Materials	Good	Stage chair lift not inspected monthly, Emergency exit light not working, Excessive artwork on walls and/or hanging from ceiling, Non fire rated furniture, Damaged fire extinguisher cabinet, Unsecured cabinet at exit

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	74	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	43	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	43	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 equip 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1240
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	41.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.8

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.91
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	49.45

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Enochs High School offers several ways to become involved. A parent can come to participate in volunteer opportunities, which are advertised in the SOAR packet as well as online. Parent organizations such as Band Boosters, Eagles Foundation, Sports Boosters, and Grad Bash are available for parent involvement. Counselors, as well as staff members, are available to make appointments with should they have a concern. Enochs High School offers back to school night, open house, teacher conferences, and email address and phone numbers for ease of contacting teachers as needed. Meetings can be arranged for parents on how to use PowerSchool, Schoology (the District's LMS), or to fill out the FAFSA, throughout the year. Additional information is shared on the school website. Parents may also 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 Advisory Committee meetings that cover various topics to communicate and give parents an opportunity to share topics they'd like to have covered as well. Additionally, Enochs utilizes 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.4	2.2	2.1	5.9	7.7	6.6	9.1	9.6	9
Graduation Rate	96.9	95.1	95.4	88.4	87.1	87.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.9	2.8	5.7	6.3	3.5	3.5
Expulsions	0.1	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.11	4.9	N/A
Expulsions	0.04	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 School Site Safety Committee and submitted to Modesto City Schools for review. The last review, update, and faculty discussion took place in September 2020. One important component of the plan is routine drills to refine procedures and ensure readiness on the part of staff and students. The School Site Safety Plan also outlines reunification procedures according to District guidelines.

Our School Site Safety Plan identifies a number of events for which we hold practice drills. They are: Fire, Emergency lockdown, Emergency school wide evacuation, and Earthquake safety. In the event that such an emergency occurs, the Principal or designee implements emergency protocol.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	23	45	22	45	22	49	19	45	24	33	25	42
Mathematics	25	31	21	42	24	36	18	42	27	24	14	47
Science	27	18	9	39	30	11	11	36	33	4	10	37
Social Science	25	33	19	42	23	34	26	38	25	30	13	44

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	472.6

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.9
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.7

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,682.19	3,832.36	9,849.83	119,454.06
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	1.5	24.8
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-27.0	36.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfc-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfc-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	5	N/A
All courses	16	20.1

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA), and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum, and standard updates, and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

James Marshall Elementary
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	James Marshall Elementary
Street	515 Sutter Ave
City, State, Zip	Modesto, CA 95351-3798
Phone Number	(209) 574-8162
Principal	Francisco Guerrero
Email Address	guerrero.f@monet.k12.ca.us
Website	https://marshall.mcs4kids.com/
County-District-School (CDS) Code	50711676052773

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

The aim of the James Marshall Elementary School is to teach all students:

- to read with understanding and enjoyment; to communicate effectively in written form;
- to apply listening and speaking skills in a variety of contexts;
- to master the language and applications of mathematics;
- to understand the fundamental concepts, terms, and processes of science;
- to value and understand democratic ideals;
- to help all students develop character traits, appropriate behavior, self-discipline, decision-making abilities and respect for other cultures;
- to appreciate art, drama, dance, and music; and
- to understand the value of physical fitness and wellness while developing essential academic skills.

The aim of staff development at Marshall is to increase the skills and knowledge needed to implement effective teaching strategies in a safe, supportive and nurturing environment.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	79
Grade 1	105
Grade 2	118
Grade 3	94
Grade 4	104
Grade 5	109
Grade 6	96
Total Enrollment	705

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	8.8
Filipino	0.1
Hispanic or Latino	79.9
Native Hawaiian or Pacific Islander	0.1
White	3.1
Two or More Races	2.3
Socioeconomically Disadvantaged	96.3
English Learners	57.2
Students with Disabilities	11.9
Foster Youth	0.6
Homeless	1.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	35	38	34	1431
Without Full Credential	1	1	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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](https://www.mcs4kids.com).

James Marshall welcomes visitors on site; however, the MCS Visitors Policy is strictly enforced for the safety of all our students. Our campus is secure from 8:00 AM - 6:15 PM to include our After School Learning Program. James Marshall has an active Safety Committee which meets regularly.

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 classrooms, a cafeteria, library, an early childhood ed program, and an administration office. The main campus was built in 1950 and opened in 1950.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/13/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	1st, 2nd, and 3rd toilet leaks at the spud.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Dryer does not function. 1 light bulb does not function

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Fountain bubbler has very low water pressure. Fountain is very loose. Fountains outside of Girls' Restroom do not function.
Safety: Fire Safety, Hazardous Materials	Good	Items are stored immediately in front of fire extinguisher.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	23	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	12	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	6	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

The following opportunities are available for all Marshall parents and families to become involved with the school:

- Ø English Learner Advisory Committee (ELAC)
- Ø School Site Council (SSC)
- Ø Site Safety Committee
- Ø 2nd Cup of Coffee/Latino Literacy/Loving Solutions Parent Meetings
- Ø Parent/Student Club
- Ø Back-to-School Night
- Ø Open House
- Ø Classroom Volunteering
- Ø Student of the Month Assemblies
- Ø Fall Carnival
- Ø Jog-a-Thon
- Ø Field Trips
- Ø Family Math, Science, and Literacy Nights
- Ø District English Learner Advisory Committee (DELAC)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.3	0.6	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.65	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The goal of James Marshall Elementary School is to provide a safe learning environment for all students, faculty, and parents. The Safety Committee meet five times per year to discuss emergency situations. A fire drill occurs each month, and students and staff are aware of lockdown procedures. After school begins, gates are locked to minimize campus access. Visitors are to check with the office prior to coming onto school grounds. All students are expected to follow school rules. When rules are broken, discipline is handled fairly by administrators, implementing Positive Behaviors Intervention and Supports and Modesto City Schools Conduct Code.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	2	4		23	1	4	1	20		3	
1	19	5			20	2	3		18	2	4	
2	21	1	5		21	1	4		17	4		3
3	24		4		21	1	4		16	2	4	
4	27	1		3	29	1		3	26	1	1	2
5	31		4		33			3	27	1		3
6	27	2		3	24	2	4		24	1	3	
Other**	6	1			11	2			6	4		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	

Title	Number of FTE* Assigned to School
Other	3.4

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,299.51	4,479.57	8,819.94	113,880.90
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-9.5	20.1
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-16.1	31.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfa-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfa-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Fremont Elementary
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Fremont Elementary
Street	1220 W. Orangeburg Ave.
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 574-8122
Principal	Rebecca Donaldson
Email Address	donaldson.re@monet.k12.ca.us
Website	https://fremont.mcs4kids.com/
County-District-School (CDS) Code	50711676052708

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

John C. Fremont is an established K-6 school in the central part of Modesto, California. It has been in existence since 1949. Fremont serves approximately 590 students, 12% are considered English Learners and 16% are students with disabilities. John C. Fremont offers educational opportunities for students with varying learning needs. In addition to serving students in the general school, an alternative education program is housed on campus called Open Plan. Open Plan is a program on our campus that serves approximately 210 students and provides a cooperative environment in which parents and teachers act as partners in the education of their children. Both programs focus on excellent research based instructional practices including direct instruction, Project Based Learning, and collaborative learning. A computer literacy teacher provides students with Common Core aligned technological instruction with a focus on gaining skills in keyboarding. Fremont provides a student academic support provider (SAS) for short term counseling. Our SAS provider also conducts social skills groups to improve students' social awareness and small group and whole class instruction in identification and prevention of bullying.

Students have the opportunity to thrive outside the classroom through academic competitions such as the Spelling Bee and Odyssey of the Mind. Students may elect to participate in the Instrumental Music program, Walking School Bus, Student Council, our school-wide Running Club and Safety Patrol. Fremont Elementary has five Special Day Classes that serve students with special needs. Students with special needs also receive services from the Resource Specialist, Speech and Language Therapist, Adapted P. E. Specialist, Occupational Therapist, School Counselor, and/or School Psychologist as determined by their Individualized Education Plan (IEP). We also offer an after school program through ASES. Before and after school academic intervention services are available in Math, Language Arts and includes RISE intervention on Tuesdays and Thursdays. Additional support in reading fluency and literacy are provided to students during common intervention times. Teachers work in Professional Learning Communities during weekly collaboration meetings to develop common formative assessments and determine research based instructional strategies focused on the Common Core State Standards (CCSS).

The mission of the Fremont community is to provide opportunities for all students to become emotionally, socially, and academically successful aimed at developing productive members of society with a lifelong love of learning.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	86
Grade 1	80
Grade 2	85
Grade 3	94
Grade 4	65
Grade 5	103
Grade 6	97
Total Enrollment	610

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	1.3
Asian	1.3
Filipino	0.2
Hispanic or Latino	47.2
Native Hawaiian or Pacific Islander	0.3
White	33.8
Two or More Races	7.2
Socioeconomically Disadvantaged	64.8
English Learners	15.1
Students with Disabilities	17.4
Foster Youth	0.5
Homeless	1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	30	28	34	1431
Without Full Credential	1	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Students who arrive on the bus before 8:15 are supervised by a yard duty. Students are expected to arrive no earlier than 8:15, unless they are in a tutoring class. All gates to campus open at 8:15, when yard duty staff begins. A well trained Safety Patrol member escorts students across a busy intersection at the front of the school and is monitored by an adult.

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 classrooms, a cafeteria, library, and an administration office. The main campus was built in 1949 and opened in 1949.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/9/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained ceiling tiles, Linoleum loose/peeling, Stained carpet

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Storage/housekeeping unsatisfactory, Unsecured items stored too high
Electrical: Electrical	Good	Blocked electrical panel,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucet broken inside Girls RestRoom, Fountains broken outside Boys RestRoom, Loose faucet, Fountain low flow, Some fountains dispense rusty water,
Safety: Fire Safety, Hazardous Materials	Good	Blocked fire extinguisher, Blocked fire pull station, Emergency exit light not working, Excessive artwork on walls and/or hanging from ceiling, Paint peeling/cracking
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Ripped window screens
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	28	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	23	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents play an important role in creating the climate for learning at Fremont Elementary. Parents are encouraged to volunteer their time to support a variety of activities including assisting in classrooms, fundraising, chaperoning field trips, sponsoring and assisting with special events, and participating on committees. Parents have the opportunity to assume leadership roles through their participation in the Parent Teachers Organization (PTO) or the Parent Advisory Group (PAG) for Fremont Open Plan, as well as the School Site Council (SSC) and English Learner Parent Participation (ELAC). Parents will have the opportunity to participate in Family Literacy Night, and Parent Institute for Education.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.9	1.8	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.72	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Fremont Elementary has a comprehensive school safety plan that includes information on the personal characteristics of staff and students, the physical, social, and cultural environment, pedestrian safety guidelines, and a crisis plan. The crisis plan component contains specific instructions for both evacuation and lockdown procedures. The Fremont School Site Safety Committee and staff members review the School Safety Plan annually.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	3	2		22	1	4	3	17		2	
1	24		2		24		2		11	5	2	
2	15	2	2		17	1	1		11	2		6
3	17	7			16	5	1		13	4	3	
4	23	1		1	22	1	2		22	1	1	1
5	28		2		30		4		21	3		
6	26	1	4	1	25	1	3		19	3	2	
Other**	9	3			27		2	1	15	2	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	3.3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,863.09	4,814.10	8,048.99	108,884.65
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-18.6	15.7
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-7.0	27.3

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

John Muir Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	John Muir Elementary
Street	1215 Lucern Avenue
City, State, Zip	Modesto, CA 95350-6012
Phone Number	(209) 574-8182
Principal	Gareth Soares
Email Address	soares.g@monet.k12.ca.us
Website	https://muir.mcs4kids.com/
County-District-School (CDS) Code	50711676052724

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

School Philosophy

It is our goal to develop a safe, positive, and optimum learning environment for all of our students. We want our students to develop academic, life and social skills needed to become responsible and successful contributing members of society.

Mission Statement Goal

We believe that all students can grow, learn, and be successful in a safe and positive environment.

John Muir Elementary is centrally located at 1215 Lucern Avenue in Modesto, California. The school was constructed in 1955. Portables were added to Muir to increase capacity (16 total). Muir has 2 Head Start classrooms, 2 Preschools, 17 Kindergarten through sixth grade classrooms and 3 SH classrooms. Due to COVID-19 school closures and mandated CDC requirements, Muir's population in Head Start and Preschool is 49 students total. John Muir Elementary is part of a low socioeconomic area, with an enrollment of 460 students Kindergarten through Sixth grade. This includes our SDC-SH students and our students currently enrolled in MVA. Enrolled in our K-6 classes are 18% English Learners, primarily speaking Spanish, and 20% of students receive special education services. The Muir student population is as follows: 58% Hispanic or Latino, 24% White, 3% Asian, 2% African American and 15% other.

Muir has many programs helping students become successful. Last school year, Muir scholars had the opportunity to participate in the following extracurricular activities and programs: 10K with a COP Running Program, Traffic Patrol, Associated Student Body, Chorus, Recycling Club and The Garden Club. However, due to school closure, this has been limited to only Associated Student Body. Muir also offers a virtual after school education and support (ASES) program where students are helped with homework, character education and virtual physical fitness lessons. Rigorous Intervention Student Education (RISE) has virtually commenced and is serving over 40 students with intense reading and writing interventions. There will also be a mentorship program offered virtually through the Stanislaus County Mentorship Program for fourth through sixth grade students where mentors help scholars with reading instruction and life skills."

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	72
Grade 1	74
Grade 2	77
Grade 3	87
Grade 4	75
Grade 5	58
Grade 6	70
Total Enrollment	513

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	2.5
Filipino	0.2
Hispanic or Latino	60.4
Native Hawaiian or Pacific Islander	1.4
White	22.4
Two or More Races	8.2
Socioeconomically Disadvantaged	86.4
English Learners	19.7
Students with Disabilities	19.1
Foster Youth	0.8
Homeless	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	25	27	1431
Without Full Credential	3	1	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Learning and productivity are valued and success is expected of everyone. Efforts are celebrated through various forms of recognition highlighting contributions to the school environment.

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 classrooms, a cafeteria, library, an early childhood ed program, and an administration office. The main campus was built in 1950 and opened in 1950.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/16/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained ceiling tiles, Damage to wall/paint, Floor unstable
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Fountain has low flow
Safety: Fire Safety, Hazardous Materials	Good	Chipping and/or peeling paint, Excessive artwork on walls and/or hanging from ceiling
Structural: Structural Damage, Roofs	Good	Exterior of building wall paneling damaged/buckling, Crack in exterior overhang, Exterior water damage
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Loose door frame
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	29	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	16	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

John Muir parents have many opportunities throughout the year to become involved with school activities. This year, due to COVID all meetings held so far have been held virtually. Parents can attend the annual Title 1 meeting held at Back to School night and parent conferences in November. Once a month, there are parent meetings that support parents, by hosting a variety of presentations from administration, our Student Assistance Specialist, our Family Support Specialist, and our Behavior Case Manager including parent cafe's and meetings to ask questions. The School Site Council, English Language Acquisition Committee, and Parent Involvement / Engagement Committee also offer opportunities for students to become informed with school occurrences. The school PTA also reaches out to parents in a variety of ways and holds monthly family activities. In addition to clubs and groups, we have many activity nights scheduled throughout the year for families to attend. Auto dialers in addition to newsletters/flyers, updates on our website inform Muir families of upcoming activities and events.

Gareth Soares 574-8182

Kathy Qualters 574-8184

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.2	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Safety Plan was updated and reviewed October 25, 2019. Due to school closures resulting from COVID/Shelter in place we were unable to review again.

The goals of the John Muir School Safety Plan are as follows:

1. Strong academic and behavioral expectations for all.
2. School rules are well known, reasonable, and consistently enforced by staff at all grade levels.
3. Procedures for lockdowns and other crisis's are listed in the plan.
4. Individual differences in learning styles and abilities are addressed through various teaching strategies.
5. Learning and productivity are valued and success is expected of everyone.
6. Efforts are celebrated through various forms of recognition highlighting contributions to the school environment.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		3		24		3	3	24			
1	23		3		22		3		19	1	3	
2	24		3		24		3		19	3		1
3	16	4			20	1	3		15	3	3	
4	23	1	2		25	1	2		19	2	1	
5	34			2	24	1	2		19	1	2	
6	26	1	1	1	27	1	3		23	1	1	
Other**	17	2	1		10	1			7	4		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	3.3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,367.66	5,445.88	8,921.78	112,763.97
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-8.4	19.1
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-17.2	30.7

Types of Services Funded (Fiscal Year 2019-2020)

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Professional Development (Most Recent Three Years)

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Joseph A. Gregori High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	pendley.d@monet.k12.ca.us
Website	https://gregori.mcs4kids.com/
County-District-School (CDS) Code	50711750121129

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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, this leads to most of the students coming from outside feeder schools. 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), and 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 several years, Gregori earned the Silver School Award from in the US News World Report ranking; this is mostly due to the fact of high number of students being prepared to attend a 4 year University, and a high number of students taking Advanced Placement (AP) classes. 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 2019-2020)

Grade Level	Number of Students
Grade 9	554
Grade 10	587
Grade 11	551
Grade 12	539
Total Enrollment	2,231

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.3
Asian	5.5
Filipino	1.5
Hispanic or Latino	52.1
Native Hawaiian or Pacific Islander	0.8
White	29.1
Two or More Races	6
Socioeconomically Disadvantaged	55.4
English Learners	5.4
Students with Disabilities	9.4
Foster Youth	0.2
Homeless	0.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	93	103	107	1431
Without Full Credential	2	0	2	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom & Worth</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> <p>"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, Addison Wesley, 2006</p> <p>Financial Math: Mathematics for Business and Personal Finance, Glencoe, 2010</p> <p>Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019</p> <p>Math 180 Course I: Math 180 Course I mSpace, Scholastic, HMH</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic, HMH</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, 7th Edition, Prentice Hall, 2007</p> <p>Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020</p> <p>Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020</p> <p>Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>"AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science</p> <p>Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018</p> <p>AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth</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, SAVVAS 12th Edition 2018</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: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006 "		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<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.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>"AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978. 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 ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988 Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc. Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co. Williams, Arthur. Sculpture. Davis Art Education Materials Nigrosh, Leon. Claywork. Davis Art Education Materials 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 The Complete Potter’s Companion by Tony Birks Sculpture by Arthur Williams, Davis Art Education Materials 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. Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub. Exercises for Ensemble Drilli, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills</p> <p>Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills 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</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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</p> <p>Successful Sight Singing, Telfer, Pub. Kjos</p> <p>Sing Legato, Jennings, Pub. Kjos</p> <p>Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser</p> <p>The Acapella Singer, Clough/Leigher, Pub. Schirmer</p> <p>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</p> <p>Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011</p> <p>The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013</p> <p>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</p> <p>The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013</p> <p>Fresh Flowers, The John Henry Company,</p> <p>Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p> <p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</p> <p>Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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"		

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

School Facility Conditions and Planned Improvements

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. As Gregori transitions from distance learning to on site instruction, the school facilities will be deeply cleaned on a regular basis and sanitization stations spread around campus to help keep students and staff safe.

Age of School/Buildings:

This school has classrooms, laboratories, a cafeteria/multipurpose room, gym, locker rooms, library, book-room, 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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 6/30/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained ceiling tiles, Loose cove base
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Leaking sink and loose fauctes
Safety: Fire Safety, Hazardous Materials	Good	Excessive art on walls, Paper hanging from ceiling, Unsecured items stored too high, Non-fire rated fabric and/or decorations, Expired elevator permits
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	53	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	29	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	28	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 equip 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	993
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	32
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10.4

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.83
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	55.81

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 Advisory Committee (ELAC)
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)
9. School Site Council

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 Advisory Committee (ELAC) is in place at Gregori High School and responds to the needs of students whose native language is other than English. ELAC meetings are held five times a year and the public is welcome. Meeting agendas are posted online and ELAC meetings are currently held via Microsoft Teams. Gregori is also in the first year of a School Site Council (SSC). The SSC meets five to six times a year and is updated regarding data, trends, safety, and decision making on campus and also reports to the teachers and Site Leadership Team.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.7	1.6	0	5.9	7.7	6.6	9.1	9.6	9
Graduation Rate	96.9	97.4	97.4	88.4	87.1	87.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.0	4.6	5.7	6.3	3.5	3.5
Expulsions	0.1	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5	4.9	N/A
Expulsions	0.04	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	25	38	16	51	24	45	17	45	23	40	20	41
Mathematics	25	30	17	44	25	31	20	42	23	37	15	41
Science	31	11	9	41	28	17	11	37	30	10	10	36
Social Science	26	27	10	50	24	31	16	43	25	28	10	46

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	485

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.6
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.7

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,509.20	4,047.18	9,462.02	111,008.17
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-2.5	17.6
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-23.0	29.2

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfc-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfc-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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	1	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	4	N/A
All courses	17	24.9

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

La Loma Junior High

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	La Loma Junior High
Street	1800 Encina Ave
City, State, Zip	Modesto, CA 95354-1598
Phone Number	(209) 574-1906
Principal	Jared Lawson
Email Address	lawson.j@monet.k12.ca.us
Website	https://laloma.mcs4kids.com/
County-District-School (CDS) Code	50 711676052740

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

In 1956, La Loma Junior High School opened with space for 650 students. This year, there are 733 seventh and eighth grade students who populate the school from both sides of Yosemite Blvd. Inclusion of students from all parts of the socio-economic spectrum provides for a unique and diverse student demographic. Currently, 79% of our student population participates in the free or reduced lunch program.

La Loma today boasts a wide array of educational and support services for students from diverse ethnic, racial and socioeconomic backgrounds. 27% of our students identify themselves as White/Caucasian, 56% as Hispanic or Latino, 3% African-American, and 3% Asian. 8% claim a dual ethnicity. We are home to four Special Education programs (Resource Specialist, SDC Learning Handicapped, Deaf and Hard of Hearing, and Severely Emotionally Disturbed), and have itinerant services for students with other disabilities. 85 students are enrolled in band or orchestra; we also have an 50+ voice Chorus that performs throughout the city and in Disneyland each year.

The main buildings, erected in 1956, have been augmented with portable classrooms, a gymnasium and one computer lab. A new cafeteria was completed in March, 2003, to service our student population through a two lunch-period system. All classrooms now have air-conditioning and upgraded electrical wiring. During the summer of 2002, a science lab was completely renovated. During the fall of 2011, the second lab was refurbished. In 2013, the labs were augmented to accommodate the requirements of State testing.

Modernization of La Loma began in February, 2004, and was completed in September, 2005. Classrooms received a face lift, which included new marker boards, tack boards, paint, and exterior door replacement. Full abatement, re-roofing, interior and exterior painting, fire alarm upgrades, security alarm, and restroom upgrades have also been completed. Staff and student restrooms have new tile and are ADA compliant. The custodial staff at La Loma takes great pride in keeping the campus in spotless condition, and they have consistently won Modesto City Schools District awards for their diligence. They were honored at a Board of Education meeting in October 2009 for receiving an outstanding inspection rating. During the Summer of 2019 the exterior paint was completed, air conditioning was added to the gymnasium and security cameras were installed on campus.

The Center for Human Services, a local non-profit organization, provides counseling through its Student Assistant Specialist program. The specialist is on our campus five days a week to provide conflict mediation, Alcohol and Other Drug education, referrals for counseling, and risky behaviors interventions as well as many other related services. We now have a second Student Assistant Specialist who is stationed in our Intervention Center, and works with students who are placed there in supporting academic work, character development work and our Restorative Practice program. This year we have also added a Family Support Specialist to work with connections and support to families needing support and assistance. Our academic counselor is on our campus daily and closely monitors students' progress toward meeting graduation requirements. The WEB (Where Everybody Belongs) program was implemented beginning in 2006-07. Like Link Crew in high school, the program trains over 80 eighth grade students in leadership skills and strategies to welcome, assist, and provide ongoing support for incoming 7th graders in order to facilitate and ease the difficult transition from elementary to junior high school.

La Loma is designated a Title I School. Funding was used to assist students needing additional support in order to be successful in their academic studies. Title I School-wide status was suspended for the 2012-2013 school year through 2015, as La Loma was designated to be a "School of Choice" through NCLB. Students requiring additional assistance still received remedial classes in language arts and mathematics, and English Learners not yet reclassified were still enrolled in an Academic Language Development course to strengthen their skills for school in general. Resource students are enrolled in a Resource Tutorial class that teaches organizational skills, study habits, and provides academic support. Students who show the ability, but might lack the support or resources to enter college, are recruited into the AVID program (Advancement Via Individual Determination) where they learn note-taking, organization, responsibility, collaboration, and receive tutoring in their academic classes.

More than half of the full-time teachers have been teaching at La Loma for at least ten years. Our teachers coach after-school athletic teams and advise academic programs such as Science Olympiad, Math Super Bowl, Future City Competition, WEB (Where Everyone Belongs) program, CJSF (California Junior Scholarship Federation) and more. They also model the nine Character Traits promoted by the District Character Education program. To recognize students' academic performance, we have various recognition efforts underway on an ongoing basis, including Students of the Month and our ASB-driven Lancer Awards program, which recognizes students whose grades reflect a GPA of 3.0 or higher for semester grading periods, as well as recognizing students with "perfect" citizenship. Recognition has been expanded to include students who improve their GPAs by 0.5, perfect attendance, and all "O's" (Outstanding citizenship). La Loma teachers also volunteer to provide academic assistance Monday through Thursday both before and after school as needed or requested.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	395
Grade 8	315
Total Enrollment	710

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.6
Asian	2.4
Filipino	0.6
Hispanic or Latino	56.6
Native Hawaiian or Pacific Islander	0.7
White	27.2
Two or More Races	5.2
Socioeconomically Disadvantaged	79.9
English Learners	12.5
Students with Disabilities	17.5
Foster Youth	0.4
Homeless	1.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	35	34	1431
Without Full Credential	4	0	2	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	"StudySync, 2018 Read 180: HMH rBook and HMH LBook, Stage B Next Generation; HMH 44Book, Stage B HMH Next Generation (paperback and audio) Book Collection; HMH Topic Software, Next Generation Designated ELD Course: StudySyn, 2018"	Yes	0
Mathematics	"Math 7/Math 7 Honors: Piloting Swun Math at grades 7 and 8 for the 2020-2021 school year. Math 8/Math 8 Honors: Piloting Swun Math at grades 7 and 8 for the 2020-2021 school year. Math 180 Course I: Math 180 Course I mSpace, Scholastic Pre Secondary Math I Honors: Piloting Accelerated Grade 7 Math, Savvas Learning, 2021 Algebra Honors 1 JH: enVision Algebra 1, Savvas Learning, 2020"	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	McGraw-Hill, California IMPACT, 2019	Yes	0
Foreign Language	"Spanish 1, 2, 3, 4: Prentice Hall, 2007 Spanish for Spanish Speakers 3 Nuestro mundo - Holt"	Yes	0

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

School Facility Conditions and Planned Improvements

La Loma maintains a safe learning environment before, during, and after school. The cleanliness and maintenance of the school is of paramount concern to the custodial staff and a true point of pride. La Loma has a total of 5 full-time employees on the custodial team. The most recent FIT (inspection) was on July 2019 and La Loma received a "Good" rating.

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 classrooms, laboratories, cafeteria, library, gymnasium, locker room and an administration office. The main campus was built in 1956 and opened in 1956.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/2/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	Loose and/or damage baseboard/wall, Stained and/or loose ceiling tiles, Carpet loose and/or ripped, Broken door closer, Ripped wall board
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cluttered classroom and/or storerooms, Unsecured items stored too high, Dirty light fixtures
Electrical: Electrical	Good	Cracked light fixtures, Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Fountain low flow, No ADA shower
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	26	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	23	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

The PTA provides numerous opportunities for parental involvement such as volunteering, supporting PBIS and Renaissance recognitions, fundraising, community outreach, school beautification, chaperoning school activities, and teacher and/or student appreciation. La Loma also enjoys very active parent participation in support of both the Chorus and the Instrumental Music programs, as well as an AVID parent support system. General membership meetings are two or three times per year.

English Learner Parent Participation:

The purpose of the ELAC meetings is to ensure that the academic needs of English Learners are being met. Meetings are held monthly and provide education for parents of English Learners on a variety of topics. ELAC parents are trained on the legal responsibilities of the committee and the school and committee officers are elected each year. Academic and social/emotional issues that impact students' academic achievement, reclassification process, as well as issues regarding school and cyber safety are the focus of various meetings. Parents have the opportunity to request information on additional topics at each meeting. A successful high school transition is facilitated by meetings attended by high school counselors, administrators, and college counselors.

Sixth-grade Orientation, Back-to-School Night, Open House, History Day, Career Faire, and STEM Faire

These events occur annually, giving parents the opportunity to meet and interact with their children's teachers, to learn information about the school programs, and to understand ways they can help to make their children successful in school. La Loma offers additional parent opportunities through its connection with Love Modesto, Adopt-A-River Cleanup, and neighborhood beautification projects with the City of Modesto.

Parent Education meetings are held quarterly to provide information and training to parents on a variety of topics. Topics include, but are not limited to understanding how to navigate the school system, accessing the Parent Portal and how to contact teachers via email, cyber safety, transitioning to high school, and other topics as requested by the parent groups.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	10.7	8.9	3.6	2.8	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	12.07	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

La Loma maintains a safe learning environment before, during, and after school. Staff and student safety are of the utmost priority for administration, teachers, and students. The school employs two full-time campus supervisors and two yard duty personnel who are responsible for maintaining a vigilant presence on campus at all times. The district has provided added after school coverage with two school safety officers. La Loma reviews and updates its safety plans and procedures once each semester and/or as needed throughout the school year. There is a suggestion box available to provide an avenue for staff to provide feedback regarding possible safety issues. Regularly scheduled fire and lockdown drills are conducted. Security cameras were added in the fall of 2019, along with a single point of entry system utilizing the Raptor Visitor Identification program to track and monitor visitors on campus.

The administration, Physical Education Department, as well as the rest of the site staff have received district-required training in the proper use of the two Automated External Defibrillator (AED) devices on campus and are aware of their locations. Upon arrival at La Loma, visitors are greeted with a large sign directing them to the office area where they sign in, meet our receptionist, and those seeking clearance to enter the school are given a visitor's pass. Before and after school, staff members assist administrators and campus supervisors in monitoring students on a rotating basis in order to maintain a safe and calm school campus. All District required health and safety guidelines are strictly followed including available sanitation stations, clearly marked traffic patterns, and social distancing markers. The safety committee meets annually to review the plan.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	27	9	11	11	25	13	13	6	28	7	11	9
Mathematics	28	8	7	14	27	7	15	7	27	8	10	9
Science	31	3	4	17	30	2	13	9	31	1	10	10
Social Science	32	2	4	17	30	3	10	10	31	2	7	12

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	710

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	4.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,648.88	4,597.88	9,050.99	109,060.31
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-6.9	15.8
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-18.7	27.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfa-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfa-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Lakewood Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Lakewood Elementary School
Street	2920 Middleboro Pl.
City, State, Zip	Modesto, CA. 95355
Phone Number	(209) 574-8152
Principal	Denise Powell
Email Address	powell.d@monet.k12.ca.us
Website	https://lakewood.mcs4kids.com/
County-District-School (CDS) Code	50711676097752

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Lakewood Elementary School is situated in the eastern suburban section of the City of Modesto in Stanislaus County. Built in 1978, it is one of the 22 elementary schools in the District and is composed of 18 classrooms. The school serves students from kindergarten through 6th grade. It has a student population of 386 students. Lakewood houses one of three GATE learning centers within Modesto City Schools. Lakewood is known for high achievement, and a high level of community involvement.

Lakewood's school community is very engaged. It provides expertise in academic areas as well as enhancing extra-curricular activities such as recreational sports and fine arts. Through this extensive interaction, the community takes a lot of ownership and pride in the excellence of Lakewood. The staff and community constantly search for ways to improve and increase high academic and social expectations. Parents are an important partner in their child's success and achievement. The parents, staff, and students make a successful team.

It is the aim of Lakewood Elementary School to encourage and assist every student to:

- 1) Acquire basic skills to function in daily life and pursue educational interests as productive and worthy citizens;
- 2) Acquire skills and attitudes to deal effectively with other students in school and social experiences;
- 3) Develop talents that will assist them in improving recreational interests and help improve their self esteem and self-image.
- 4) Envision education as a lifelong pursuit which brings intellectual fulfillment.
- 5) Develop multi-cultural understanding and appreciation among the students from all backgrounds with and without disabilities

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	48
Grade 1	47
Grade 2	49
Grade 3	55
Grade 4	57
Grade 5	68
Grade 6	62
Total Enrollment	386

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.5
Asian	9.6
Filipino	1
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	1.3
White	47.7
Two or More Races	4.7
Socioeconomically Disadvantaged	32.9
English Learners	7.5
Students with Disabilities	14.5
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	24	22	1431
Without Full Credential	0	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

Lakewood School is proud to provide a safe haven for children and strictly follows the District's guidelines for school safety, discipline, and drug prevention. Lakewood School has been part of the Safe Schools Project. Campus Club childcare is offered before and after school. All staff have been issued Lakewood School MCS identification badges. All visitors are required to sign in/out and pick up a guest sticker. The principal and staff monitor the parking lot in the morning and afternoon on a daily basis. The School's Safety Committee is comprised of the principal, staff, and parents. Lakewood School has a closed parking lot monitored by our student safety patrol and staff. The campus is closed after 6:30 pm on the weekdays and on the weekends. Lakewood staff works with community members who are interested in using the facilities before and after school. The Safety Plan and Emergency Crisis Plan are modified yearly and as needed. These plans include procedures for school safety issues, release of students, and all emergency drills. Regular Safety Committee meetings are scheduled at the school site. This committee responds to student, parent and staff-generated safety concerns. Office personnel update the Crisis Response Kit annually. The school nurse maintains records and provides in-services of student health care plans to teachers, students, secretaries, and the principal.

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 classrooms, a multipurpose room, cafeteria, library, and an administration office. The main campus was built in 1978 and opened in 1978.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/8/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Linoleum bubbling up, Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Clutter and/or poor housekeeping
Electrical: Electrical	Poor	Blocked electrical panel

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Some fountains are broken, some fountains have high flow,
Safety: Fire Safety, Hazardous Materials	Good	Some emergency exit lights are not working properly, Some emergency exit lights were missing/removed, Excessive artwork on walls and/or hanging from ceiling
Structural: Structural Damage, Roofs	Good	Exterior awning cracked/peeling
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	79	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	66	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	48	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Parent participation is an essential component in facilitating meaningful and productive classroom and on-site enrichment activities. Lakewood Elementary has a long history of strong and active parental support through the PTA, classroom volunteers, committee opportunities, and family events. Teachers work with parents to coordinate events and activities within the classroom and school day, as well as activities outside the school day. If you would be interested in volunteering for a classroom activity, please contact the Principal's Secretary to schedule a classroom appointment at 209-574-8152.

The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, to encourage and support parents in fully participating in the education of their children. The Lakewood PTA President this year is Melissa Monday. The membership could use your help. Please contact Melissa at 209-574-8152.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.5	0.5	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.27	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Key Safety Plan Elements

- Students are acknowledged and respected
- Social services support systems are coordinated
- The school is alert to exposure to safety issues
- School buildings and classrooms are well maintained

- Campus security and safety is coordinated with law enforcement
- Parents and teachers actively participate in regular safety meetings

The Lakewood Elementary Safety Plan was last updated and approved on October 26, 2020 by the Lakewood Elementary Safety Committee.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		2		15	2	1	2	24			
1	24		2		24		2		24		2	
2	16	1	2		24		2		25	2		
3	18	2	1		18	2	1		18	2	1	
4	28		1	1	28		2		19	1	2	
5	26	1		1	22	1	1	1	17	2	2	
6	21	1	2		19	2		1	16	2	2	
Other**	5	1							4	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	3.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,826.84	4,623.26	10,203.59	121,640.18
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	5.1	26.6
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-30.5	38.1

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfa-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfa-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Mark Twain Junior High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Mark Twain Junior High School
Street	707 S. Emerald Avenue
City, State, Zip	Modesto, CA 95351-1996
Phone Number	(209) 574-1918
Principal	Monica Lombardo
Email Address	Lombardo.m@monet.k12.ca.us
Website	https://marktwain.mcs4kids.com/
County-District-School (CDS) Code	50 711676052765

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

It is the mission of Mark Twain staff to facilitate a safe learning environment where students have a variety of opportunities to acquire the knowledge and skills to become life-long learners.

- Every teacher shall provide multiple, frequent, and varied opportunities for students to collaborate by utilizing feedback to promote growth.
- We will promote physical efficiency, build social skills, and develop attitudes and habits, which will lead to healthful living.
- Staff will encourage and support students by recognizing improvements and accomplishments.
- Staff will teach and promote student responsibility and self-advocacy.
- Every teacher will be visually present and will facilitate common and clear procedures for behavioral issues.

Mark Twain Junior High School opened its doors in 1951. Our enrollment is 807 students in the seventh and eighth grade. The instructional program is a blend of academic classes, elective classes and physical education. Students are scheduled into single subject academic classes in Mathematics, Science, Language Arts, and Social Science. In addition, students may be scheduled into Academic Language Development. The Academic Language Development class is strategically focused on developing academic language through intensive writing instruction. The academic curriculum is supported by the electives: Art, Exploring Technology, Orchestra, Band, Journalism, Star Center, Spanish, and Choir.

The incentive programs for academic achievement are: Pride Inside program, which provides incentives and awards for outstanding effort and achievement in academics and citizenship. Also, Block MT is an academic-based program that acknowledges students who have met and exceeded academic goals in their core classes. Students are recognized for earning and maintaining a GPA of 4.0. To prepare our students on their transition to junior high school, we start out in the spring visiting elementary schools to talk with their administration and all 6th grade students. We also met with all 6th grade elementary schools teachers who feed into Mark Twain. The English and Mathematics departments met with those teachers in the Spring to align priority standards and where those 6th graders should be upon entering junior high. We then began the year with an orientation for incoming 7th graders and their families. It is a priority for our academic counselor to meet with each student a minimum of once a quarter. These meetings consist of schedule review, diagnosing issues, and addressing concerns at school, and a general awareness of resources available to all students.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	414
Grade 8	399
Total Enrollment	813

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.5
Asian	7.4
Filipino	0.2
Hispanic or Latino	76.3
Native Hawaiian or Pacific Islander	0.9
White	4.3
Two or More Races	2.8
Socioeconomically Disadvantaged	97.8
English Learners	30.8
Students with Disabilities	14.9
Foster Youth	0.1
Homeless	0.5

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	36	47	35	1431
Without Full Credential	0	3	2	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"StudySync, 2018</p> <p>Read 180: HMH rBook and HMH LBook, Stage B Next Generation; HMH 44Book, Stage B HMH Next Generation (paperback and audio) Book Collection; HMH Topic Software, Next Generation</p> <p>Designated ELD Course: StudySyn, 2018"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	"Math 7/Math 7 Honors: Piloting Swun Math at grades 7 and 8 for the 2020-2021 school year. Math 8/Math 8 Honors: Piloting Swun Math at grades 7 and 8 for the 2020-2021 school year. Math 180 Course I: Math 180 Course I mSpace, Scholastic Pre Secondary Math I Honors: Piloting Accelerated Grade 7 Math, Savvas Learning, 2021 Algebra Honors 1 JH: enVision Algebra 1, Savvas Learning, 2020"	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	McGraw-Hill, California IMPACT, 2019	Yes	0
Foreign Language	"Spanish 1, 2, 3, 4: Prentice Hall, 2007 Spanish for Spanish Speakers 3 Nuestro mundo - Holt"	Yes	0

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

School Facility Conditions and Planned Improvements

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 following procedures are in place at Mark Twain Junior High School to provide a safe campus for students, staff and visitors. Monthly briefings by the administration with campus supervisors are conducted to share information about school security. During the school day, campus supervisors, the staff, and administrators monitor the campus to ensure campus safety. A campus supervisor is assigned bike patrol to monitor the campus. All visitors to the Mark Twain campus are required to check-in at the office and are required to wear visitors' badges. Teachers and security staff monitor students during passing periods to ensure an orderly transition from class to class. A yard duty is employed as extra support during the day. Administration, campus supervisors, yard duty, support staff and teachers supervise designated areas at the beginning of school and dismissal while students are leaving the campus. Cabinet meetings are held by the administration to assess the overall safety of the Mark Twain campus. The Safety Committee, which consists of teachers, other school staff, students and parents, meets periodically with the administration to discuss school safety concerns and to make recommendations for improvement. Modifications are made when necessary.

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 classrooms, laboratories, cafeteria, gymnasium, library, locker room and an administration office. The main campus was built in 1951 and opened in 1951.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/24/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	1st and 2nd toilets leak at the spud. 2nd toilet does not flush.
Interior: Interior Surfaces	Fair	30 ceiling tiles have water damage. Urinal is very stained. Ceiling tile is broken. Approximately 8 inch by 2 feet of wall paper is missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	1 of 1 blow dryers does not function.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Fountain bubbler has low pressure. Faucet is loose.
Safety: Fire Safety, Hazardous Materials	Good	Annual tag on fire extinguisher is expired. Desks are stored in front of the fire extinguisher.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	25	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	12	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	8	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

The staff at Mark Twain understands and values the unique perspective offered by our students' parents and families. Therefore, we invite and encourage them to participate on the following committees to share their insight to improve the programs we provide to our students: Campus Safety Committee, English Learner Advisory Committee, Positive Behavior Intervention and Support Committee and School Site Council. For additional information about these programs, please contact the school office at (209) 574-1918.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	13.8	8.2	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.83	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Mark Twain maintains a Campus Safety Committee that develops an annual School Safety Plan. Members of this committee include site administrators, teachers, classified staff, students, and parents. The committee meets regularly during the school year to ensure that key provisions of the School Safety Plan are implemented and updated as needed. A copy of the School Safety Plan is available to the public in the main office.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	24	17	22	2	26	13	16	10	25	15	11	13
Mathematics	28	3	20	6	28	7	7	16	28	3	17	8
Science	30	1	19	5	33	2	4	18	28	3	13	12
Social Science	28	3	18	7	29	4	10	14	28	4	12	12

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	542

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	1.7

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,589.08	4,217.85	8,371.23	99,071.11
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-14.7	6.3
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-10.9	18.0

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfa-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfa-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Modesto High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Modesto High School
Street	18 H Street
City, State, Zip	Modesto, Ca 95351
Phone Number	(209) 574-1776
Principal	Jason Manning
Email Address	manning.j@monet.k12.ca.us
Website	https://mhs.mcs4kids.com/
County-District-School (CDS) Code	50 711755034905

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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. Given the wide diversity of our student body, our school mission statement details how we provide 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 2018, Modesto City Schools and Superintendent, Dr. Noguchi implemented "Looking, Listening and Learning" - a campaign designed to gather student achievement results in order to determine best instructional practices for all students. Dr. Noguchi, along with the support of the Board of Education is committed to transforming Modesto City Schools into a 'Destination District' where all stakeholders have input and a voice in decision making and direction. Every Student Matters, and Every Moment Counts is the mantra we all invest in and follow to help our students make progress as they advance in their learning journeys. Modesto High School's vision seeks to provide an empowering academic environment in which all students will develop to their fullest potential with the skills to become independent, life-long learners and responsible citizens. Migrant Education /Title Part C instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to support our youth and secondary students who are not in school. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by a Support Services Liaison that is housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross referenced with the district student data base to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools District attendance area. The migrant parents assist the district and region in evaluating migrant services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	660
Grade 10	619
Grade 11	633
Grade 12	595
Total Enrollment	2,507

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.3
Asian	8.4
Filipino	0.3
Hispanic or Latino	73.6
Native Hawaiian or Pacific Islander	0.8
White	8.9
Two or More Races	2.8
Socioeconomically Disadvantaged	82.4
English Learners	11.6
Students with Disabilities	11.7
Foster Youth	0.4
Homeless	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	109	105	101	1431
Without Full Credential	0	0	3	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	12	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom & Worth</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> <p>"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, Addison Wesley, 2006</p> <p>Financial Math: Mathematics for Business and Personal Finance, Glencoe, 2010</p> <p>Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019</p> <p>IBSL Math Applications and Interpretations I: Mathematics Applications and Interpretation for the IB Diploma - Standard Level, Pearson, 2019</p> <p>IBHL Math Applications and Interpretations II: Mathematics Applications and Interpretation for the IB Diploma - Higher Level, Pearson, 2019</p> <p>IBSL Math Analysis and Approaches I: Mathematics Analysis and Approaches for the IB Diploma - Standard Level, Pearson, 2019</p> <p>IBHL Math Analysis and Approaches II: Mathematics Analysis and Approaches for the IB Diploma - Higher Level, Pearson, 2019</p> <p>Math 180 Course I: Math 180 Course I mSpace, Scholastic, HMH</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic, HMH</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, 7th Edition, Prentice Hall, 2007</p> <p>Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020</p> <p>Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020 Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988"		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>"AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science</p> <p>Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018</p> <p>AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth</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, SAVVAS 12th Edition 2018</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: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006 "		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<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.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>"AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978. 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 ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988 Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc. Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co. Williams, Arthur. Sculpture. Davis Art Education Materials Nigrosh, Leon. Claywork. Davis Art Education Materials 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 The Complete Potter’s Companion by Tony Birks Sculpture by Arthur Williams, Davis Art Education Materials 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. Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub. Exercises for Ensemble Drilli, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills</p> <p>Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills 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</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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</p> <p>Successful Sight Singing, Telfer, Pub. Kjos</p> <p>Sing Legato, Jennings, Pub. Kjos</p> <p>Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser</p> <p>The Acapella Singer, Clough/Leigher, Pub. Schirmer</p> <p>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</p> <p>Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011</p> <p>The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013</p> <p>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</p> <p>The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013</p> <p>Fresh Flowers, The John Henry Company,</p> <p>Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p> <p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</p> <p>Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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"		

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

School Facility Conditions and Planned Improvements

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 classrooms, laboratories, cafeteria, library, gyms, auditorium, locker rooms 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.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/15/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Blocked HVAC return, HVAC loud/rattling, Fume hood inoperable
Interior: Interior Surfaces	Poor	Stained and damaged ceiling, Loose ceiling tiles, Rusty and Damaged walls, Ceiling open with lumbar exposed, Cracks in floor, Loose/peeling baseboards, Loose/rippled carpet, Broken bleacher board in Boys Gym
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items stored too high, Cluttered classroom and/or storerooms, Rotten food odor, Rodent droppings in Ag office
Electrical: Electrical	Fair	Blocked electrical panel, Light sensor broken, Appliances adjacent to water supply, Extension cords trip hazard
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Eye wash inspection tag missing, Loose and broken faucets, Fountain clogged, Boys/Girls Locker Rm ADA shower not functional, Fountain handle missing, Sinks separating from wall

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	Missing fire extinguisher, Stage chair lift not inspected monthly, Excessive art/paper, Blocked exit, Emergency exit light missing or not working properly, Plug-in air freshener, Fire extinguisher not mounted, Blocked fire extinguisher, Paint peeling, Cleaning chemicals not put away, No fume hood or arc curtain, Flammable materials by torch station, Non-fire rated fabric and/or decorations, Moldy ceiling in Boys Locker Rm
Structural: Structural Damage, Roofs	Good	Exterior has dry rot, Down spout detached, Damage to outside wall, Paint peel/cracking
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Cracked window in office, Loose/falling window trim, Broken window, Door has dry rot, Large gap in walkway by Rm. 27
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	56	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	26	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	21	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 equip 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	938
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	8.1

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.52
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	43.23

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Modesto High School parent advisory committees and booster groups include a School Site Council, English Learners Advisory Committee, School Safety Committee, International Baccalaureate Committee, English Learner Parent Group, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.8	4.9	5.1	5.9	7.7	6.6	9.1	9.6	9
Graduation Rate	93.9	90.9	92.5	88.4	87.1	87.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.1	5.6	5.7	6.3	3.5	3.5
Expulsions	0.0	0.1	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.01	4.9	N/A
Expulsions	0.11	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	22	56	16	54	23	51	13	58	25	36	20	52
Mathematics	27	29	10	55	26	29	22	48	26	29	15	51
Science	29	16	7	43	28	16	13	38	29	15	8	39
Social Science	24	38	11	52	23	45	13	52	27	23	12	52

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	447.7

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	4.6

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,916.77	4,155.40	9,761.37	111,454.15
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	0.6	18.0
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-26.1	29.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfc-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfc-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All courses	3	8.3

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Orville Wright Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Orville Wright Elementary
Street	1602 Monterey Avenue
City, State, Zip	Modesto, CA 95354-4298
Phone Number	(209) 574-8462
Principal	Ernesto Calderon
Email Address	calderon.e@monet.k12.ca.us
Website	https://wright.mcs4kids.com/
County-District-School (CDS) Code	50711676052781

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

During the 2020-21 school year, Orville Wright will continue to use the McGraw Hill Wonders ELA adoption. ELD will be taught daily using the McGraw Hill Wonders ELD component. Our school site will begin utilizing the SWUN Math curriculum as our math program to meet Common Core State Standards. We use school wide intervention curriculum including Corrective Reading, Reading Mastery and Phonics for Reading to fill learning gaps and accelerate basic phonics and literacy skills. Additionally, a social emotional program, Second Step, will be implemented school wide to address behavioral concerns on campus. We will also continue to monitor our growth in ELA, ELD, Math and writing. DIBELS reading assessments will be used in grades K-3 to monitor student progress.

Our school mission is to ensure academic, social and emotional growth for all.

Orville Wright remains committed to strengthen the character of every student through the promotion of the Modesto City Schools Character Education program, PeaceBuilders program, and continued implementation of a Positive Behavior Intervention System to teach students essential skills for civility on a daily basis. The site PBIS team will continue to monitor discipline data, help establish goals and expectations for each area of the campus, and praise students along with incentives to encourage and reinforce positive behaviors.

Additionally, Orville Wright staff will continue to be trained in and implement Restorative Justice strategies in the classroom and on the playground.

Orville Wright continues to look for areas to improve and strengthen our students' academic skills. Orville Wright students and families are fortunate to be a part of several wonderful programs. We offer instrumental music and chorus. The Traffic Patrol continues to take pride in helping our students safely cross the street to attend and leave school. Our Healthy Start program staff continue to work hard to meet the needs of our student population including case management for housing, educational and medical concerns, parenting classes, transportation, counseling, food and clothing. The Wright Start Family Learning Center is used to provide valuable classes for our parents and community members. Healthy Start staff provides ESL classes for parents. The Healthy Start Administrator and Principal continue to lead the Airport Neighborhood Collaborative to coordinate services between service agencies, law enforcement and the school. Orville Wright also continues to have successful Head Start and State Preschool programs.

Parents are encouraged to contact the school for more detailed information about their child's educational programs at (209) 574-8462 between the hours of 7:45 AM and 4:00 PM

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	43
Grade 1	59
Grade 2	48
Grade 3	50
Grade 4	63
Grade 5	64
Grade 6	54
Total Enrollment	381

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	1
Hispanic or Latino	80.1
White	12.9
Two or More Races	2.9
Socioeconomically Disadvantaged	98.2
English Learners	49.1
Students with Disabilities	18.9
Foster Youth	0.5
Homeless	3.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	17	17	1431
Without Full Credential	2	2	1	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Orville Wright provides a safe, clean and adequate facilities for our students and staff. Updates and improvements are monitored and recommended to District Maintenance by our site Head Custodian.

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 classrooms, a library, cafeteria/multipurpose room, an early childhood ed program, family learning center and an administration office. The main campus was built in 1948 and opened in 1948.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/04/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	18	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	9	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	6	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents are able to participate and are encouraged to be involved with the school through a variety of options. ELAC, School Site Council and Parent Café meetings are held regularly. Agendas are posted on the school's front windows, parent newsletters and times and dates are on the school electronic marquee. Parents are encouraged and welcome to volunteer or visit classrooms. Parent conferences are held school wide twice during the year and as needed. Numerous classes were offered through the Healthy Start Family Resource Center to help parents learn how to support their students. Student Study Team meetings are held for students where there are significant concerns regarding student success. Home visits are conducted for concerns where we are unable to reach the parent for a school meeting. Case management is offered to families who are experiencing severe needs. A school Education, Safety, and Health Fair is held annually to connect families to resources, provide flu shots, and free dental or health screenings. For more information, contact:

Ernesto Calderon, Principal 574-8464

Nathaniel Juarez, Vice Principal 574-8462

Armando Nunez, Healthy Start Program Administrator 574-1646

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.3	2.5	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.23	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Orville Wright School Safety Plan, approved September 2020 includes the following components: Safe and Secure Learning Environment, Crisis Procedures, Dress Codes, Emergency Action Plan, Safe School Project, Crime Reporting, Attendance Plan and Procedures, and District Preparedness and Procedures. The staff and Safety Committee review the plan annually. Safety Committee meetings are held five times per year with staff and at least twice a year with the parent Safety Committee. Fire Drills are held monthly. Lockdown drills are completed within the first trimester of school and at least two other times annually. Procedures are reviewed yearly including a debriefing after each drill.

Orville Wright School makes safety a priority by providing morning supervision in our cafeteria and playground from 7:45-8:30 daily. During the school day, the Campus Assistant is on duty from 7:45-3:15. Yard Duties are on campus during all recesses, lunchtime, and at dismissal. Kindergarten students are released to their parents by the teacher at dismissal. After school, 1-6 grade students are dismissed from campus through the main gates. The school Traffic Patrol is comprised of 4th- 6th graders, trained and supervised by a certificated teacher. They are on duty beforehand after school to assist students with crossing the street safely.

All gates are locked daily at 8:30 am and unlocked at 2:35pm. Visitors arriving between those hours must enter through the main door and report to the office to sign in (stating time and purpose of visit and receive a visitor's tag, which is dated and logged by our Raptor System). Upon departure, visitors are required to sign out.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22		2		24		2	2	22			
1	24		2		24		2		15	4		
2	20	3			24		2		16	2		1
3	24		2		20	2	1		17	1	2	
4	19	1	2		31		2		21	1	2	
5	24	1	2		25		2		16	2	2	
6	19	2	3		21	2	3		14	2	2	
Other**					7	1			13	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	1.4

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,259.81	5,540.13	9,719.68	103,366.66
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	0.2	10.5
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-25.7	22.2

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

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Peter Johansen High School

School Accountability Report Card

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- 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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Peter Johansen High School
Street	641 Norseman Dr.
City, State, Zip	Modesto, CA 95357
Phone Number	(209) 574-1760
Principal	Nathan Schar
Email Address	schar.n@monet.k12.ca.us
Website	https://johansen.mcs4kids.com/
County-District-School (CDS) Code	50711755030135

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Johansen High School opened in the fall of 1992 and is one of seven large comprehensive public high schools in the Modesto City Schools District, 30,000 ADA, which serves a community of 207,000 residents in the central valley of California. Johansen's student population resides primarily in the neighboring town of Empire and the southeastern portion of Modesto. The economic base of the community is shifting from primarily agriculture to a blend of agriculture, light industry, manufacturing, building construction, and other service-related businesses. The community has taken great pride in this "state of the art" high school that provides students with an exceptional facility in which to learn.

The Johansen campus encompasses 90 classrooms and labs, a large gymnasium, an auditorium and a modern technology-rich library. It also includes a complete complex of athletic fields, stadium, and Olympic swimming pool. The school has a diverse student body of over 1700 students comprised of several ethnic groups. Technology is a major focus that is infused into the curriculum and used to strengthen the integrated instruction that occurs across disciplines. Every staff member has access to computerized resources. Every student has a laptop computer to use for the digital curriculum in ELA and Social Science, as well as, a supplementary tool in all other subject areas. Four computer labs are equipped with computers to support our high level computer and digital arts programs. One additional lab is available for classes to work on projects that integrate technology into the curriculum. Communication on campus and with the community is enhanced with the exchange of electronic media, and parents can correspond with their son's or daughter's teachers directly by email or check their own student's grades and attendance on Power School.

Johansen High School provides a rich curriculum designed to meet the needs of its diverse student population. Students have access to a variety of academic programs tailored to meet their needs. Johansen High School places a high priority on improving the instructional program. Students are scheduled into classes with careful consideration given to their abilities and needs. Johansen's instructional program includes courses for English Learners, grade level instruction, College Preparatory, Honors and Advanced Placement. Nearly all students in grades 9, 10, and 11 are in college preparatory academic programs. Johansen High School offers a strong Advanced Placement curriculum that provides a focused academic challenge to the advanced students. In addition, students may take a Honors curriculum that prepares them for Advanced Placement courses or a College Prep strand that prepares them to enter the university system. Over 80% of Johansen's graduates continue their education at universities or community colleges. Rich vocational education programs articulated with ROP courses and Modesto Junior College prepare students to enter the world of work. The award-winning Education Human Development Academy affords students the opportunity to work with young children at the on-campus preschool and at local elementary schools. Johansen's Agriculture Academy provides students with career pathways leading to employment or college. The needs of special education students are met in Special Day Classes (SDC) and the Resources Specialist Program (RSP), while all English Learners are offered the opportunity to take Academic Language Development classes.

JOHANSEN HIGH SCHOOL MISSION STATEMENT

Johansen High School believes all students can successfully prepare for their future through the development of critical thinking and creative problem-solving skills. Within a school culture that values its diversity of people and ideas, Johansen students communicate through various mediums, collaborate across disciplines, and celebrate their progress toward achieving personal and academic goals.

JOHANSEN HIGH SCHOOL SCHOOLWIDE LEARNER OUTCOMES

COMMUNICATE

All Students

Effectively acquire, organize, and evaluate information through reading, writing and speaking.

Generate questions and employ creative approaches to problem solving.

Construct viable arguments in both oral and written form based on evidence.

Use a wide variety of technologies to effectively facilitate learning.

COLLABORATE

All Students

Work effectively in a world of diverse viewpoints, belief systems, and cultures.

Learn in a safe, respectful and supportive environment.

Integrate learning from all courses to build a strong base of knowledge.

Build relationships to their school and community through activities, service projects and internships.

CELEBRATE

All Students

Value character traits such as responsibility, perseverance, and respect.

Chart progress towards academic and career goals.

Acknowledge achievement in pursuit of academic and career goals.

Recognize successful participation in athletics and extra-curricular activities.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	452
Grade 10	442
Grade 11	446
Grade 12	414
Total Enrollment	1,754

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.3
Asian	2.1
Filipino	0.5
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	0.7
White	17.8
Two or More Races	3.6
Socioeconomically Disadvantaged	79.8
English Learners	11.5
Students with Disabilities	16.1
Foster Youth	0.6
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	80	79	80	1431
Without Full Credential	1	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	10	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom & Worth</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> <p>"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, Addison Wesley, 2006</p> <p>Financial Math: Mathematics for Business and Personal Finance, Glencoe, 2010</p> <p>Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019</p> <p>Math 180 Course I: Math 180 Course I mSpace, Scholastic, HMH</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic, HMH</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, 7th Edition, Prentice Hall, 2007</p> <p>Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020</p> <p>Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020</p> <p>Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>"AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science</p> <p>Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018</p> <p>AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth</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, SAVVAS 12th Edition 2018</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: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006 "		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<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.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>"AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978. 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 ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988 Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc. Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co. Williams, Arthur. Sculpture. Davis Art Education Materials Nigrosh, Leon. Claywork. Davis Art Education Materials 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 The Complete Potter’s Companion by Tony Birks Sculpture by Arthur Williams, Davis Art Education Materials 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. Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub. Exercises for Ensemble Drilli, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills</p> <p>Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills 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</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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</p> <p>Successful Sight Singing, Telfer, Pub. Kjos</p> <p>Sing Legato, Jennings, Pub. Kjos</p> <p>Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser</p> <p>The Acapella Singer, Clough/Leigher, Pub. Schirmer</p> <p>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</p> <p>Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011</p> <p>The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013</p> <p>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</p> <p>The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013</p> <p>Fresh Flowers, The John Henry Company,</p> <p>Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p> <p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</p> <p>Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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"		

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

School Facility Conditions and Planned Improvements

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.

Age of School/Buildings:

This school has classrooms, a cafeteria, library, theater, gym, locker rooms, stadium, pool and an administration office. The main campus was built in 1992 and opened in 1992.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/1/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained/damaged/ missing ceiling tiles, Carpet ripped and loose/rippled, Damaged wall board/missing cove base, Door sticks, Window frame damaged, Counter top delaminating
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Poor	Unsecured items stored too high, Evidence of stray cats
Electrical: Electrical	Good	Outlet cover damaged, Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys and Girls locker room ADA showers not functional, Eye wash inspection tag missing, Eye wash not inspected monthly, Sink not affixed to wall, Fountain low flow
Safety: Fire Safety, Hazardous Materials	Good	Some areas missing fire extinguishers, Blocked fire extinguishers, Blocked exits, No permit/inspection records for stage chairlift, Elevator permits expired, Non-fire rated furniture, No safety lines for equipment machinery
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	44	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	19	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	20	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 equip 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1069
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.9

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	94.09
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	27.68

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Contact Person: Nathan Schar 574-1762

Parents are encouraged to participate in their child's education at Johansen High School. Back-to- School Night is held early in the fall, and parents are encouraged to sign up as school volunteers; a Parent Involvement Sign- up form is included in the students' "Round-Up" packages that are mailed home each summer.

Parent volunteers assist with Round-Up, PSAT testing, office assistance, speech judging, and choir & drama performances.

The senior Grad Bash is coordinated and staffed entirely by parent volunteers.

Parents are invited to attend Back-to-School Night in the fall and Open House in the spring of each school year. Evening meetings are also held to share information about colleges and financial aid. Each teacher and administrator has an email address that is accessible via the school web site.

Parents serve on several committees and advisory boards including Johansen High School's Site Council, English Learner Parent Partnership, FFA advisory board, Child Development Academy advisory board, and the Industrial Technology and Engineering advisory board. Johansen has very active Sports and Band Boosters clubs which are run by parents.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	4.3	6.6	5.3	5.9	7.7	6.6	9.1	9.6	9
Graduation Rate	89.4	88.8	87.9	88.4	87.1	87.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.5	6.5	5.7	6.3	3.5	3.5
Expulsions	0.1	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.61	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Johansen annually reviews and updates the school safety plan. Different sections of the plan were reviewed with the staff at the faculty meetings in August and September. The plan includes procedures for crisis intervention, lockdowns, fire alarms, evacuations, and bomb threats. The school has a safety hotline for students or parents to call and leave messages regarding the safety of the students. All visitors and guests must report to the front office and register their visit in order to ensure the peaceful conduct of the school and to limit disruptions that interfere with the educational activities or learning environment. Visitors must check in with the school receptionist and present their ID for a background check through our Raptor system, sign the visitor's book, and give a reason for the visit. If approved, the visitor is given a visitor's pass that must be displayed on his/her clothing. In order to pick up/check out a student from campus, a person must present a valid photo identification and be named on the student's information list. Nonstudents without valid reasons to be on campus are directed to leave.

Johansen High School follows the discipline plan prescribed by the Board of Education of Modesto City Schools as outlined in the Student Conduct Code. The Student Conduct Code is distributed to all students at the beginning of each academic year and is reviewed with the students in their classroom. Parents are requested to sign that they have received a copy of the Conduct Code. Johansen students feel safe at school. Six campus supervisors and the Assistant Principal for Student Supervision ensure a safe learning environment for both day and evening activities. In addition to campus supervisors and the AP of Student Supervision, other site administrators make themselves available by radio and in person for any concern or disruption that should arise. Campus supervisors monitor student behavior before and after school, during lunches, and during passing periods. They respond to accidents, illnesses, and generally monitor the safety of the campus.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	21	46	15	35	20	50	12	34	18	54	17	31
Mathematics	23	32	18	30	19	42	28	18	18	51	11	32
Science	26	17	10	23	21	23	16	17	22	20	10	21
Social Science	22	30	9	34	19	43	10	32	17	46	12	27

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	438.5

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.4

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,366.66	4,893.84	10,472.82	101,271.82
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	7.7	8.4
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-33.0	20.1

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

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All courses	16	13.9

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Robert Elliott Alternative Education Center

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Robert Elliott Alternative Education Center
Street	1440 Sunrise Avenue
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 574-1703
Principal	Sarah Cox
Email Address	cox.s@monet.k12.ca.us
Website	https://elliott.mcs4kids.com/
County-District-School (CDS) Code	50711755034913

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

The Robert T. Elliott Alternative Education Center offers a variety of programs to help students obtain their high school diploma. Programs include Continuation, Special Education, Modesto Technical School, Modesto Engineering Industrial and Technical Arts, Pregnant Minors, and a 5th Year Senior Program. The mission of the Elliott Alternative Education Center is to provide an education that addresses the unique academic and social-emotional needs of our at-risk students.

Through a partnership with Modesto Junior College, Elliott students have access to college courses through the Modesto Engineering Industrial and Technical Arts (MEITS) program and the Modesto Technical School (MTS) program. Students participating in these programs take their Elliott courses in the morning while on MJC's campus, and then attend various community college vocational courses in the afternoon with the support and guidance of Elliott and MJC staff.

The Dashboard Alternative School Status (DASS) program replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate. These indicators include student academic performance in English Language Arts, academic performance in Mathematics, Suspension Rate, College/Career Readiness, and the Graduation Rate. The information in the DASS contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. Data pertaining to each of the indicators is reviewed regularly to ensure adequate progress towards goals set for the year, and if necessary, to make adjustments.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 10	19
Grade 11	127
Grade 12	268
Total Enrollment	414

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.5
Asian	2.2
Filipino	0.2
Hispanic or Latino	68.1
Native Hawaiian or Pacific Islander	0.2
White	17.6
Two or More Races	6
Socioeconomically Disadvantaged	89.9
English Learners	13.5
Students with Disabilities	12.3
Foster Youth	1.4
Homeless	1.7

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	41	25	39	1431
Without Full Credential		0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom & Worth</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> <p>"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, Addison Wesley, 2006</p> <p>Financial Math: Mathematics for Business and Personal Finance, Glencoe, 2010</p> <p>Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019</p> <p>Math 180 Course I: Math 180 Course I mSpace, Scholastic, HMM</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic, HMM</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, 7th Edition, Prentice Hall, 2007</p> <p>Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020</p> <p>Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020</p> <p>Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>"AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science</p> <p>Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018</p> <p>AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth</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, SAVVAS 12th Edition 2018</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: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006 "		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<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.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>"AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978. 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 ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988 Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc. Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co. Williams, Arthur. Sculpture. Davis Art Education Materials Nigrosh, Leon. Claywork. Davis Art Education Materials 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 The Complete Potter’s Companion by Tony Birks Sculpture by Arthur Williams, Davis Art Education Materials 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. Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub. Exercises for Ensemble Drill, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills</p> <p>Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills 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</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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</p> <p>Successful Sight Singing, Telfer, Pub. Kjos</p> <p>Sing Legato, Jennings, Pub. Kjos</p> <p>Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser</p> <p>The Acapella Singer, Clough/Leigher, Pub. Schirmer</p> <p>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</p> <p>Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011</p> <p>The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013</p> <p>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</p> <p>The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013</p> <p>Fresh Flowers, The John Henry Company,</p> <p>Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p> <p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</p> <p>Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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"		

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

School Facility Conditions and Planned Improvements

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.

Age of School/Buildings:

This school has classrooms, a snack / lunch area and an administration office. The main campus was built in 1950 and opened in 1950.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/2/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC vent covered/blocked, Damaged vents
Interior: Interior Surfaces	Poor	Stained carpet, Damaged walls, Broken ceiling tiles, Baseboard missing, Peeling and/or damaged wall paper, Carpet ripped and loose/rippled, Damaged blinds, Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items stored too high
Electrical: Electrical	Fair	Exposed wires/cover missing, Water stained light difuser, Light fixture loose/tilted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucet loose
Safety: Fire Safety, Hazardous Materials	Fair	Damaged walls and baseboards, Some fire extinguishers need to be replaced
Structural: Structural Damage, Roofs	Good	Dry rot, Entry ramp damaged, Damaged bottom paneling, Damage to awning
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Ripped window screen
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	12	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	4	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 equip 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	202
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	95.41
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

In an effort to increase parent involvement, Elliott's school administration, along with stakeholders, has developed a parent involvement plan. This plan includes a Back to School night, Open House, Safety Committee, School Site Council, English Learner Parent Participation committee, a Senior Awards Night, and parent/guardian social gatherings. Staff met to discuss current efforts related to parent involvement, including challenges, and made recommendations for activities to improve in this area. In addition to the list of activities and forums representing opportunities for parents to be involved in their child's education at Elliott, staff came up with the following activities:

- Offer quarterly parent conferences focusing on academic progress
- Established the Eagle Awards to recognize outstanding students
- Second Cup of Coffee/Pancake Breakfast
- Increased use of auto-dialer to inform parents of school activities and important dates
- STAR Student Awards Night held each semester
- Recruit/maintain parent involvement in School Site Council (SSC) meetings
- English Learner Advisory Committee (ELAC) meetings established

Site efforts have been moderately successful in increasing attendance at Back-to-School, School Site Council, and English Learner Parent Participation meetings. While we are happy with recent gains, we continue to research new ways to facilitate and maintain even greater parent involvement.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	32.1	40.7	30.9	5.9	7.7	6.6	9.1	9.6	9
Graduation Rate	48	41.9	40.6	88.4	87.1	87.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	13.9	15.1	5.7	6.3	3.5	3.5
Expulsions	0.0	0.1	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	15.1	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The School Safety Plan was contracted out to and developed by California Safe Schools (californiasafeschools.com). The upcoming Safety Committee meeting will be held in January of 2021.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	9	92	2		8	107	3		9	87	2	
Mathematics	9	58	3	1	9	64	1		7	59		1
Science	6	47			8	44			8	34	1	
Social Science	8	87	1		8	98	2		8	84	1	

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	207

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,284.83	4,057.77	12,227.06	118,810.90
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	23.1	24.3
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-47.8	35.8

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

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Robertson Road Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
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- 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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Robertson Road Elementary
Street	1821 Robertson Road
City, State, Zip	Modesto, CA 95351
Phone Number	(209) 574-8402
Principal	Kathryne Pound
Email Address	Pound.k@monet.k12.ca.us
Website	https://robertson.mcs4kids.com/
County-District-School (CDS) Code	50711676052799

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Robertson Road Elementary is situated in the far west section of the city of Modesto in Stanislaus County. The school is over forty years old and is currently composed of four major buildings and several portable structures. Robertson Road is a traditional school site composed of approximately 370 students from various ethnic backgrounds. There is also a fully functioning Early Childhood Education Center providing full day preschool, Head Start, and enrichment programs for Robertson Road families.

The school is an integral part of the community, providing health and social services for students and families through the Healthy Start program and Golden Valley Clinic.

The site also offers a Healthy Start Program which enables parents to become better educated to assist their own children with their education. This program provides classes for parents in both English and Spanish languages, enabling them to become more involved in their children's education. Our top priorities and goals are Student Achievement, Safety, and Attendance.

It is the aim of Robertson Road School to develop our students' skills, abilities, attitudes, and talents, empowering them to work with others successfully in meeting the challenges of an ever-changing world. It is also the aim of the Robertson Road Elementary School to help all students develop appropriate behavior, self-discipline, decision-making abilities, and respect for others.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	47
Grade 3	68
Grade 4	50
Grade 5	56
Grade 6	49
Total Enrollment	366

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.3
Asian	5.5
Hispanic or Latino	79.8
Native Hawaiian or Pacific Islander	0.3
White	7.1
Two or More Races	3.3
Socioeconomically Disadvantaged	98.4
English Learners	52.5
Students with Disabilities	10.4
Foster Youth	0.3
Homeless	1.4

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	21	17	1431
Without Full Credential	0	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

1. Before, during, and after school supervision
2. Traffic Patrol
3. Healthy Start
4. After School Education & Safety Program
5. Limited/controlling unauthorized access during day (i.e., entrances, visible signs, fences, procedures for checking in/visitors)
6. School nurse
7. Williams Settlement (textbooks, staff, facilities)
8. Mental Health Clinician/Counseling services
9. Character Education (posters in classrooms, signs posted throughout school, and assemblies recognizing students)
10. Super Star assemblies
11. Updating Site Safety Plan annually and when needed
12. Student Conduct Code
13. Practice lock down drills

14. Monthly fire drills

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 classrooms, a cafeteria, library, an early childhood ed program, healthy start, even start, and an administration office. The main campus was built in 1967 and opened in 1967.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/21/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	2nd toilet leaks at the vacuum breaker.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	39	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	34	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	12	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

School Advisory Committee/School Site Council provides opportunities for parents to become involved in decision-making opportunities in school-wide programs for students. The School Site Council meets regularly throughout the school year. English Learner Parent Partnership provides opportunities for parents to become an advisory group in the development of the programs for our second language students. Robertson Road offers monthly Second Cup of Coffee meetings for parents to come and give input on school events as well as information on community organizations and services. For committee information and community events see our school website or contact Alejandra Torres (TC II Translator) or Margarita Rubio (Administrative Assistant) at 574-8404.

Robertson Road also is a Healthy Start Site with an on-site coordinator to provide support services including medical and dental referrals, counseling, case management, resource referrals, food, clothing, shelter, protective services, youth development programs, parenting classes and support groups. For more information contact Carlos Ramirez (Healthy Start Coordinator) at 492-5827.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.5	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

A Safety/Crisis Plan has been implemented that identifies procedures to follow during an emergency during Distance Learning and in person learning. Regular drills take place to practice these procedures. The Safety/crisis plan includes detailed plans and procedures to keep students and staff safe for: Lock-Down Procedures, Fire Drills, Earthquake Drill Procedures and Bomb Threat Procedures during Distance Learning and in person learning. On a regular basis parents and staff are involved in revising procedures and updating the plan. A staff committee annually reviews the school's safety policies and procedures and makes revisions to the School Safety Plan as necessary.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		2		24		2	2	24			
1	23		3		24		2		24		2	
2	21	1	2		22		3		24	2		
3	23		2		24		2		30		2	1
4	19	1	2		22		2		25		2	
5	27		2		20	1	2		19	1	2	
6	25	1	2		19	1	2		16	2	1	
Other**	18	1							8	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	

Title	Number of FTE* Assigned to School
Other	4.4

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,147.02	4,722.85	10,424.17	111,765.84
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	7.2	18.3
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-32.5	29.8

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfa-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfa-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

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Roosevelt Junior High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

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California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Roosevelt Junior High School
Street	1330 College Ave.
City, State, Zip	Modesto, Ca, 95350
Phone Number	(209) 574-1930
Principal	Shaun Pelter
Email Address	Pelter.S@monet.k12.ca.us
Website	https://roosevelt.mcs4kids.com/
County-District-School (CDS) Code	50711676052807

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Mission: All students and staff will learn at the maximum academic level possible.

Vision: Roosevelt Junior High will be the highest performing junior high in Stanislaus County. It will be a safe environment, free of disciplinary distractions, and composed of students and staff who are encouraging and positive.

School Description:

The student population is very diverse, ethnically and linguistically. Currently Roosevelt student population is 57% Hispanic, 24% White, 2% African American, and the remaining 17% is made up of Asian, Native American, Pacific Islander, and two or more races. Over 150 students at Roosevelt are designated English Learners. Roosevelt serves the “newcomers” who have been in the United States for less than 12 months. Academic Language Development classes provide the students with Foundations of Literacy and Foundations of Language. To support the newcomers in the entire district, the Language Institute was developed. The Language Institute consists of intensive language acquisition classes that also incorporate the core subject material. The students are mainstreamed with the general education students for math, science, history and PE and their elective.

For our general education students who need extra help, Roosevelt has developed math support classes aligned with the new Swun Curriculum. The students in these classes have an extra math class in place of their elective. In addition to general education students, there are four special day classes, one is a severely handicapped class, two are learning handicapped classes, and one is for students who are limited learning handicapped. All of the special education classes have credentialed teachers along with multiple instructional para professionals to support the students.

Roosevelt also offers a complete GATE/Honors program for students who show potential for moving on to advanced placement classes in high school. Elective choices include Band, chorus, string orchestra, art, computers, Robotics, and Spanish. Roosevelt has made many strides to keep up with the technology movements in our society. In order to keep up with the needs of these many portable devices the school has wireless capabilities throughout and all students are provided with a laptop to utilize during the school years. Additionally, both English Language Arts and Social Science have adopted digital curriculum. Science and Math have hybrid curriculum.

Roosevelt has a dedicated staff of both veteran and newer teachers. They strive to make sure the students are learning. After school tutoring is offered Monday through Thursday for any students. There are also a variety of after school clubs for students to become involved with. For a more committed after school experience Roosevelt also houses a free After School Program where more than 120 students attend up to 6:00 P.M. Students have the opportunity to do homework and become involved in many activities ranging from sports to cooking club.

Roosevelt prides itself in our academics. Students are rewarded for their hard work and dedication. With our Renaissance program students with good grades and good behavior in all of their classes are rewarded. Staff and students both enjoy being at Roosevelt. A lot of importance is placed on students being Respectful, Kind, and Honest. These are the foundational character traits of Roosevelt's PBIS program.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	457
Grade 8	484
Total Enrollment	941

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.5
Asian	4
Filipino	0.2
Hispanic or Latino	57.3
Native Hawaiian or Pacific Islander	0.9
White	23.6
Two or More Races	5.2
Socioeconomically Disadvantaged	78.9
English Learners	21.9
Students with Disabilities	13.2
Foster Youth	0.3
Homeless	1.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	39	41	40	1431
Without Full Credential	1	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"StudySync, 2018 ELA</p> <p>Read 180: HMH rBook and HMH LBook, Stage B Next Generation; HMH 44Book, Stage B HMH Next Generation (paperback and audio) Book Collection; HMH Topic Software, Next Generation-Language Institute and LH courses.</p> <p>Designated ELD Course: StudySync, 2018"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	"Math 7/Math 7 Honors: Piloting Swun Math at grades 7 and 8 for the 2020-2021 school year. Math 8/Math 8 Honors: Piloting Swun Math at grades 7 and 8 for the 2020-2021 school year. Math 180 Course I: Math 180 Course I mSpace, Scholastic Pre Secondary Math I Honors: Piloting Accelerated Grade 7 Math, Savvas Learning, 2021 Algebra Honors 1 JH: enVision Algebra 1, Savvas Learning, 2020"	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	McGraw-Hill, California IMPACT, 2019	Yes	0
Foreign Language	"Spanish 1, 2, 3, 4: Prentice Hall, 2007 Spanish for Spanish Speakers 3 Nuestro mundo - Holt"	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Roosevelt is proud to use a state-of-the-art digital marquee to the northwest side of the campus to keep students and parents informed of everything Roosevelt.

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 classrooms, laboratories, a cafeteria, gymnasium, library, locker-rooms, and an administration office. The main campus was built in 1951 and opened in 1951.

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. During the 2019-2020 school year, the entire exterior of the school was painted, HVHC was added to the gymnasium, and a security camera system was installed school wide.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/13/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Damaged ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items stored too high
Electrical: Electrical	Good	Cracked light cover, Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No ADA Shower, Fountain low flow, Loose faucet, Eye wash not inspected monthly

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Paint cracked/peeling, Excessive artwork on walls and/or hanging from ceiling, Non fire rated furniture, Fire extinguisher mounted too low
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Leaking skylights, Door sticks, Ripped screens
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	28	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	25	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Parents/Guardians are constantly informed through Roosevelt quarterly newsletters, website, and through social media, activities calendars, Navigating Junior High Parent meetings, and ELPAC Boot Camp Workshops. Parents serve on the School Site Council and the Parent Organization (PTSO).

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.1	7.6	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.39	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The staff sets new goals for the current school year. These recommendations are taken to the Safety Committee. The committee finalizes the plan for the school year. This year the staff and the Safety Committee continued to set boundaries for important topics that are necessary for school safety when the students return from Distance Learning i.e. points of entrance, disciplinary incidents, etc. This year the Safety Committee continues to work in conjunction with the district to implement modifications to the emergency response procedures specific to our site during Distance Learning. Information is provided to stakeholders each semester. The Team will be meeting to review this years plan prior to returning from Distance Learning.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	26	12	18	12	27	13	12	16	30	1	27	8
Mathematics	27	7	17	11	28	8	10	17	30	3	18	11
Science	30	3	11	16	31	3	8	18	28	5	20	7
Social Science	29	3	16	11	29	4	19	8	28	5	12	14

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	941

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1.9

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,466.93	4,357.14	8,109.79	98,267.27
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-17.9	5.4
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-7.7	17.1

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfa-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfa-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Rose Avenue Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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.

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About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Rose Avenue Elementary
Street	1120 Rose Ave.
City, State, Zip	Modesto, CA 95355-3799
Phone Number	(209) 574-8412
Principal	Heather Herbst
Email Address	herbst.h@monet.k12.ca.us
Website	https://rose.mcs4kids.com/
County-District-School (CDS) Code	50 711676052815

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Rose Avenue is situated in the eastern section of the City of Modesto in Stanislaus County. The school was built in 1963 and is one of 22 elementary schools in the District. The school is composed of 19 General Education classrooms, and 2 Special Education classrooms for students with Emotional Disturbance. Rose Avenue serves students from Transitional Kindergarten through Sixth grade. In addition to the TK-6 classrooms and staff, Rose Avenue has a full time Principal and Vice Principal, one full time and one part time Computer Literacy teacher who all students have the opportunity to work with on a weekly basis, one Library Media Assistant, one Speech and Language Therapist, one part-time School Psychologist, one Behavior Health Clinician, one Student Assistant Specialist with Center for Human Services, one After School Program Director, multiple paraprofessionals supporting teachers and programs throughout our school, one Administrative Assistant, one Attendance Clerk, one part-time bilingual TCII, three Custodians, three Food Service Employees, one Campus Assistant, and 3 Yard Duties.

The school has many special programs and an active PTA and parent volunteers. Academic excellence and progress for ALL students continues to be our number one goal and priority. Rose Avenue is committed to highlighting effective instructional practices and acquiring the resources necessary to achieve our goals for ALL students. Parents are actively sought as partners in our school improvement endeavors. Volunteering is encouraged both at the classroom level as well as school-wide through committees and special projects. Our mission statement outlines the commitment we have toward students: To provide high levels of learning for all students with quality opportunities to demonstrate growth academically, socially and emotionally in preparation for lifetime success.

In 2020-2021 we were designated a MTSS (Multi-tiered system of support) site in order to meet the academic and social emotional needs of all students. This designation brought the addition of one full time Instructional Coach and two Intervention Paraprofessionals. This program will assist us our implementation of reading intervention/enrichment schoolwide utilizing Reading Mastery and Corrective Reading to support the needs of all students. In addition, social-emotional supports will be available to all students through our Behavioral Health Clinician and Student Assistant Specialist.

Rose Avenue is committed to building the character of every student through promotion of the Modesto City Schools Character Education Program. We are a Peacebuilder school and are committed to recognizing students for their positive choices. We have monthly Character Awards assemblies in which we also recognize students for outstanding attendance and academic achievement. We are a PBIS school (Positive Behavior Interventions and Support) and implement these successful strategies throughout the campus. Rose Avenue is also in our second year as a Restorative Practice site, a program designed to teach students conflict resolution and how to right wrongs. We use Caught being good tickets on a daily basis, raffles every Friday in morning announcements recognizing students, lunch with the principal, and Friday Dance Party at lunch to celebrate students positive behavior.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	71
Grade 1	83
Grade 2	70
Grade 3	65
Grade 4	69
Grade 5	68
Grade 6	73
Total Enrollment	499

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0.2
Asian	2.8
Filipino	0.4
Hispanic or Latino	51.5
Native Hawaiian or Pacific Islander	0.2
White	32.1
Two or More Races	6.2
Socioeconomically Disadvantaged	73.5
English Learners	14.8
Students with Disabilities	13.4
Homeless	0.8

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	26	29	1431
Without Full Credential	0	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Rose Avenue provides staff supervision of students twenty minutes prior to the start of the school day on the main playground and in the cafeteria. We also have a championship winning Traffic Patrol supervising major crosswalks near the school in the morning and after school. In 2019, our campus was remodeled to have a single point of entry for all visitors. All visitors are checked in and documented in the Raptor check in system. All gates are locked during the school day, restricting access to the school. The Administration, campus assistant, yard duties, and head custodian patrol the school grounds periodically to ensure student safety and to address any safety concerns.

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 classrooms, a cafeteria, library, and an administration office. The main campus was built in 1963 and opened in 1963.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 6/30/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Water heater not secured, HVAC vents and/or returns blocked
Interior: Interior Surfaces	Poor	Stained ceiling tiles, Linoleum peeling/ripped, Broken cabinet doors, Peeling wall board
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Clutter
Electrical: Electrical	Fair	Blocked electrical panel, Broken light difuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Linoleum bubbling/peeling
Safety: Fire Safety, Hazardous Materials	Good	Excessive art/paper on walls, Unsecured items stored too high
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door sticks
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	36	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	26	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	8	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Rose Avenue School offers a wide variety of opportunities for parents to become involved with the school. Our PTA includes parents in a number of fund-raising activities to support our school (Family Fun Night, JOG- A-THON, Scrip sales, product sales, etc.) The PTA sponsors our monthly Citizen of the Month, and Attendance and PBIS incentive programs. PTA members and other parents coordinate our annual JOG-A-THON, sponsor charitable activities at the school, provides each room with a “Room Parent,” and offers numerous other activities in which parents can become involved with the school. Other parental involvement activities include our School Site Council, ELAC, Parent Involvement and Engagement Committee, Classroom Volunteer Program, Family Math, Science, and Reading Nights, and the use of parent chaperones for field trips. Parent Involvement is encouraged and recognized as an important component in an effective school environment by our school.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.3	0.7	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.19	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Rose Avenue School Safety Plan is revised and reviewed yearly. The new plan was approved by the Safety Committee in September 2020. This year the school staff worked to ensure our plan is in line with district procedures and included all aspects of school safety such as: school lock down procedures, earthquake procedures, information regarding the release of students after a crisis, an evacuation plan, and efficient checklists to be used during and after a crisis. Regular drills are held giving the staff and students the opportunity to practice emergency procedures. At the beginning of the 2019-2020 school year, we implemented a single point entry for all visitors to the campus. All gates remained closed and locked during school hours and the only point of entry is through the office. We have also implemented the RAPTOR Visitor check-in system to ensure a secure campus at all times.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		2		24		3	3	24			
1	21	1	2		22	1	2		17	4	1	
2	24		3		20	1	2		18	3		1
3	22		3		23		3		16	3	1	
4	33		1	1	32		1	1	23	1	1	
5	26		3		33		1	1	23	1	1	1
6	26	1	1	2	23		3		24	1	1	1
Other**	9	1			15	2	1		14	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,283.18	4,552.44	9,730.73	121,639.92
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	0.3	26.6
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-25.8	38.1

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Shackelford Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Shackelford Elementary School
Street	100 School Avenue
City, State, Zip	Modesto, CA 95351
Phone Number	(209) 574-8422
Principal	Sue McHann, M.A.
Email Address	mchann.s@monet.k12.ca.us
Website	https://shackelford.mcs4kids.com/
County-District-School (CDS) Code	50711676052823

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

The Shackelford Mission Statement: "For every student and teacher to own their own learning."

Shackelford Elementary is located at 100 School Avenue in Modesto, California. The school was constructed in 1945 with additions made in 1984 through 1985. Portables were added to Shackelford from 1984 through 2001 adding 9 additional classrooms. Shackelford has 2 Head Start classrooms, 2 Preschools and 17 Kindergarten through sixth grade classrooms. Due to COVID-19 school closures and mandated CDC requirements, Shackelford's population in Head Start and Preschool is 40 students total. Kindergarten through sixth grade has a population of 492 scholars with 92% Hispanic, 4% White and 4% other. Currently 56% of our students are English Learners. There are 3 kindergarten classrooms, 3 first grade classrooms, 2 second grade classrooms, 2 third grade classrooms, 1 2/3 combination class, 2 fourth grade classrooms, 2 fifth grade classrooms, 2 sixth grade classrooms and 3 special education (LH) classrooms, a third/fourth combination class, a fifth grade class, and a sixth grade class. There is also a computer teacher in a computer lab with 34 computers who assists with helping students become proficient in computer skills and teaching them how to use important programs. Furthermore, Shackelford has one 80% enrichment teacher who specializes in Science, Physical Education, Writing and Music. Additional support staff includes 1 Vice Principal, 4 office staff, 3 full-time custodians, and 4 mental health clinicians and a part-time nurse.

Shackelford has many programs helping students become successful. Last school year, Shackelford scholars had the opportunity to participate in the following extracurricular activities and programs: 10K with a COP Running Program, Yearbook, Traffic Patrol, Associated Student Body, Chorus, Recycling Club and The Garden Club. However, due to school closure, this has been limited to only Associated Student Body. Shackelford also offers a virtual after school education and support (ASES) program where students are helped with homework, character education and virtual physical fitness lessons. Rigorous Intervention Student Education (RISE) has virtually commenced and is serving over 40 students with intense reading and writing interventions. There will also be a mentorship program offered virtually through the Stanislaus County Mentorship Program for fourth through sixth grade students where mentors help scholars with reading instruction and life skills.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	68
Grade 1	72
Grade 2	69
Grade 3	64
Grade 4	72
Grade 5	76
Grade 6	69
Total Enrollment	490

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.2
Hispanic or Latino	91.8
Native Hawaiian or Pacific Islander	0.2
White	4.3
Two or More Races	1.8
Socioeconomically Disadvantaged	97.1
English Learners	63.9
Students with Disabilities	19.6
Homeless	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25	24	17	1431
Without Full Credential	0	1	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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 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. Buildings and grounds are inspected on a daily basis every morning by the Head Custodian, and any safety and or hazard concerns are addressed immediately. An annual facility safety inspection is held and reviewed by site administration. Shackelford has 25 classrooms, a cafeteria, library, Head-Start, Family Center and an administration office. The main campus was built in 1945. Additions were constructed in 1984 and in 1985. Nine portable classrooms were constructed over the periods of 1984, 1985, 1990, 1991, 1992, 1994, 1998, 2000, and 2001. The school opened in 1945.

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 classrooms, a cafeteria, library, an early childhood education program, family learning center and an administration office. The main campus was built in 1945 and opened in 1945.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/21/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	15	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	7	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Opportunities for Parental Involvement

Contact Person: Sue McHann @ (209) 574-8422

When schools reopen, parents are always welcomed onto Shackelford's campus. The parents are considered an integral part of our student successes. Shackelford staff members actively encourage parent involvement. For the 2020-2021 school year, parents will be invited to attend virtual Parent Teacher Organization meetings, Back-to-School Night, Open House, Parent-Teacher Conferences, Dads and Donuts Family Breakfast, Parent Academic Nights, PBIS, Read Across America Family Picnic, Parent Involvement and Engagement Committee, School Site Council and English Language Advisory Committee meetings. In addition, once school's reopen, Shackelford plans to have chorus presentations featuring chorus scholars. Virtual Student of the Month, Principal Award and Perfect Attendance assemblies will occur monthly. Parents are invited to visit Shackelford's webpage, Facebook and Instagram and/or contact the school for more detailed information regarding opportunities to participate in their child's education.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.2	2.5	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.67	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Safety is Shackelford's number one priority. The Shackelford School Safety Plan is comprehensive and includes the following components: Emergency Phone Lists, Immediate Action Response, Student and Parent Reunification Plans, School Maps, Evacuation Routes and Procedures, Safety Hotline Information, Dress Code Policy and stakeholder behavioral expectations. The plan is reviewed annually by staff and Safety Committee members. Meetings are held three times per year. Upon return to school, COVID-19 procedures and precautions will be in place. Safety begins with adequate adult supervision. Upon return to school from school closure as well as throughout Distance Learning, teachers and staff are responsible for student safety. In addition, upon school resuming on-site, the Administrator of Pupil and Staff Services, K6, custodians, and five yard duty staff members will continue to monitor school entrances and hallways before, during and after school. A part-time noon duty supervisor has been hired to supervise noon recess activities and recess. One part-time adult supervisor serves as a crossing guard before and after school. In addition, we have established a thriving student crossing guard team that constantly monitor the school with an active adult advisor. To ensure students are safe, a variety of safety procedures have been established. Shackelford has a single entry to monitor all individuals entering the campus. All gates to the campus are locked during school hours except the main gate located near the main office. All adults who enter the school must register in the school office and wear a RAPTOR badge. Substitutes are also clearly identified with Modesto City School Substitute badges. Signs are present at entry points to notify parents and adults of this requirement. Safety and lockdown drills and fire drills occur regularly to provide on-going training in the event of an emergency.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		4		23		4	3	23			
1	20	2	1		23		3		24		3	
2	24		3		20	3			17	2		2
3	23		3		21	1	3		16	2	2	
4	32		1	1	31		2		24	1	1	
5	26	1	3		25	1	2		16	3	1	
6	28	1	1	2	26	1	4		23	1	2	
Other**	11	1			12	1			17	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	2.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,567.22	4,470.21	9,097.02	105,127.60
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-6.4	12.2
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-19.2	23.8

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

SONOMA ELEMENTARY

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	SONOMA ELEMENTARY
Street	1325 Sonoma Avenue
City, State, Zip	Modesto, CA 95355-3999
Phone Number	(209) 574-8432
Principal	Darin Willett
Email Address	willett.d@mcs4kids.com
Website	https://sonoma.mcs4kids.com/
County-District-School (CDS) Code	50711676093512

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Our Sonoma School Vision Statement:

Every student will transition from Sonoma Elementary to Junior High with the skills, knowledge, and character traits essential to thrive and contribute to their school and the community.

Our Sonoma School Mission Statement:

Provide a rigorous, relevant, and diverse educational program that engages and motivates all students to reach their individual potential.

All Sonoma School Staff will be professional and will work collaboratively to raise the level of student achievement. The primary role of teachers at Sonoma School is to help students meet and exceed grade level standards by teaching to the highest expectation of student success. Effective Instruction that is grounded in research and based in district adopted curriculum will be delivered in a manner that promotes higher level thinking skills through engagement in meaningful activities. Success will be measured by positive student outcomes including academic and social growth. Sonoma School was recently named a 2020 California Distinguished School.

Sonoma continues to adhere to a PBIS model to approach behavior concerns at the site. Efforts are being made to specifically teach desired appropriate behaviors and reinforce them through positive rewards and incentives. Staff are trained on the concept of Restorative Practices to help support students with conflict resolution skills. School Pride and Student Recognition Assemblies are held each month. All stakeholders, school staff, parents, and community members will work together to maintain a cooperative relationship and work to benefit each child.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	149
Grade 1	48
Grade 2	47
Grade 3	68
Grade 4	67
Grade 5	73
Grade 6	68
Total Enrollment	520

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.6
Asian	3.3
Filipino	1.5
Hispanic or Latino	52.9
Native Hawaiian or Pacific Islander	0.8
White	29.6
Two or More Races	7.9
Socioeconomically Disadvantaged	61.2
English Learners	14.4
Students with Disabilities	13.5
Foster Youth	0.2
Homeless	0.6

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	28	26	24	1431
Without Full Credential	1	0	1	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0		0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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](https://www.mcs4kids.com).

The main entrance of Sonoma School is accessed through an electric front door into a long hallway. This is to accommodate the physically handicapped students on campus. A Modesto City Schools sign is posted at the entrance stating that all visitors are required to check in with the front office and we utilize the electronic check-in system called Raptor. To ensure the safety of our students in cohorts during the hybrid learning model students will be enter in specified locations by grade level. Students are supervised by yard duties during arrival and dismissal times. Students have morning and afternoon recesses in addition to a lunch break. A certificated teacher oversees Traffic Patrol, school crossing guards before and after school. The parking lot is closed before and after school except for the buses of physically handicapped students. Certificated and/or classified employees wait at the bus zone to greet students exiting the bus at arrival time and assist students boarding the buses at dismissal time.

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 classrooms, a cafeteria, library, pool building, staff room, and an administration office. CCS Therapy Unit also shares a portion of the campus. The main campus was built in 1973 and opened in 1973.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/15/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Damaged ceiling, Stained ceiling tiles, Missing ceiling tiles, Loose or damage baseboard/wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cluttered storeroom
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Plug-in air freshener
Structural: Structural Damage, Roofs	Good	Damaged vent on exterior of portable
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	67	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	61	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	42	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Contact Person: Darin Willett, Principal

COMMUNICATE

Communication between home and school is regular, two-way and meaningful.

Newsletters/flyers are sent home by PTA and administration to inform parents of upcoming events and important information. Facebook Sonoma School and PTA accounts as well as a Sonoma School Instagram account are set up to strengthen communication. The school website is updated and promoted for student and parent communication. Sonoma hosts a Back To School Night during the first month of school as an opportunity for parents to meet their child's teacher and receive information about classroom routines/expectations and grade level curriculum.

Parents are welcome in the school and are actively pursued for volunteering when we are not in a Distance Learning model and there are no COVID-19 restrictions.

Teachers conference with parents via telephone, Microsoft TEAMS, written notes or in person and help parents with strategies for supporting school work and homework. Parents are provided report cards at the end of each trimester that details their child's academic progress for the school year. Progress reports are sent home to at-risk students throughout the school year. Parents are able to email their child's teacher for clarification on issues pertaining to their child.

Parents have access to PowerSchool to monitor attendance and grades via the district's website where applicable. Parents receive automated phone messages (School Messenger) reminding them of important upcoming events, minimum days, important deadlines or school safety concerns, etc. A copy of the Parental Involvement Plan which the ELAC, SSC and Parent Engagement Committee provide input on is located in the front office so that it is accessible to parents.

COLLABORATE

Parents play an integral role in assisting student learning. Through effective collaboration we will see an increase in student achievement. Parent support and assistance is needed and welcomed. The school partners with parent and community organizations to assist in achieving our school goals. Parenting skills are promoted and supported. Parents are encouraged to participate in site level and district level committees to advocate for raising the level of academic achievement.

Parents are encouraged to participate in committees such as the Sonoma School Site Council, Parent Engagement Committee, English Learners Advisory Committee, Sonoma PTA and the School Safety Committee. Meeting agendas are published 72 hours in advance for these meetings and all parents are encouraged to attend even if they are not an elected voting member.

CELEBRATE

It is imperative to take time to celebrate our achievements throughout the school year. Parents need to be included in the celebration activities as they play an integral role in their child's success. Parents are invited to attend student recognition assemblies on a monthly basis where students are honored for Student of the Month, Character Traits, Attendance, etc. when not in a Distance Learning delivery model with COVID-19 safety restrictions. During Distance Learning Sonoma conducts virtual student recognition ceremonies where parents are encouraged to view and participate in.

Parents are invited to the annual Open House Night in the spring to view completed projects and student work. Parents are informed of academic achievements such as Spelling Bee winners, essay contest winners, etc. via newsletters, marquee messages and phone dialer messages as well as Class DoJo and Schoology announcements.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	1.7	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.47	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Sonoma School Safety Committee consists of teachers, classified employees, parents and the principal along with input from local law enforcement officials. The committee updates and revises the Sonoma School Safety Plan annually. The Safety Plan addresses crisis and emergency procedures such as lockdowns, fire drills and evacuation as well as a plan for pedestrian safety, parking lot procedures and visitor identification procedures.

The Safety Plan was last reviewed and updated on September 30, 2020 and last discussed with staff on October 28, 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	18	6			21	1	6	6	21		1	
1	18	3			21		2		12	2	2	
2	17	3			21	1	2		12	1		3
3	24		3		20	1	2		17	1	3	
4	24		3		23	1	2		17	2	1	
5	24	2	1		24	2		1	18	3		
6	20	1	3		25	2		1	17	2	1	1
Other**	13	2			10	2			13	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	4.8

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,316.60	5,193.10	10,123.50	117,622.69
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	4.3	23.3
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-29.7	34.8

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfc-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfc-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Thomas Downey High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Thomas Downey High School
Street	1000 Coffee Rd.
City, State, Zip	Modesto, Ca. 95355
Phone Number	(209) 574-1685
Principal	David Sanchez
Email Address	Sanchez.d@monet.k12.ca.us
Website	http://downey.monet.k12.ca.us/
County-District-School (CDS) Code	50 711755031802

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

School Description

Thomas Downey High School (TDHS) opened its doors in September 1951 and is the second oldest high school in the Modesto City Schools District. Downey has had an important place in the local landscape for over sixty-eight years. Downey, a comprehensive, public high school located in the heart of Modesto, is one of seven high schools in the Modesto City Schools system, serving a community of more than 200,000 residents in the central valley of California. Current fall 2020 enrollment is 2153 students. Downey's student population comes from a wide range of backgrounds and neighborhoods. Light industry, farms, businesses, construction and professional offices anchor the residential areas that comprise our attendance area. Downey also has a number of students whose parents commute to the Bay Area while appreciating the quality of life in Modesto. We continue to possess a heterogeneous school population that mirrors the ethnic make-up of our community: Hispanic 67.1%, Caucasian 20.6%, African-American 1.9%, Asian 1.7%, E. Indian/Pacific Islander 1%, and Other 7.4%. Additionally, preliminary numbers indicate that 76.3% of the student population is on free/reduced lunch.

The opening of Peter Johansen High School in 1991, James Enochs High in 2006, and Joseph Gregori High in 2009 brought the number of Modesto City High schools to seven and had a major impact on Downey's attendance boundaries and demographics. Downey is no longer a "neighborhood school," and serves a non-contiguous attendance boundary that requires the use of 11 buses to transport approximately 625 students living six to eight miles from campus. These neighborhoods in south Modesto now comprise two-thirds of Downey's student population and are predominately in a "county island" that includes many homes without sidewalks or access to public sewage systems. Students also live in several migrant housing projects and trailer parks along the Tuolumne River, remnants of the "Dust Bowl" era of the 1940's.

In 2001 Thomas Downey High School was named California Distinguished School, and it's the first high school in the district to achieve this coveted recognition. In 2019, Downey received a six-year accreditation from the Western Association of Schools and Colleges (WASC). Downey provides a comprehensive curriculum providing courses for students of all abilities and interests. Programs at Downey include Advance Placement courses (AP), College Preparatory courses (CP), English Learner (EL) services, Special Education, Resource, Advancement Via Individual Determination (AVID), Teen Parenting Program, and various rich vocational education programs articulated with Career Technical Education (CTE) and Modesto Junior College to prepare students to enter the world of work.

The Downey campus encompasses 94 classrooms and labs, two gymnasiums, an auditorium and a library. It also includes a complete complex of athletic fields, stadium, and a swimming pool. In the spring 2019, state of the art synthetic turf was replaced in Chuck Hughes Stadium. October 2009 marked completion of an extensive campus modernization to renovate Downey's classrooms, build a state-of-the-art swimming pool, and update other facilities. Upgrades included complete abatement, new roofing and paint school-wide, tack board, new flooring and paint for classrooms, upgraded data systems, and seismic upgrades, among much more. Additionally, 2012 marked the completion of a commercial scale culinary arts classroom. With these additions, TDHS boasts some of the district's – and area's – most up to date facilities. Technology is a major focus and is infused into the curriculum and used to strengthen the integrated instruction that occurs across disciplines. Every staff member will have a Surface Pro computer with access to computerized resources 80" TV's have been added in ten classrooms and will have more TV's added in the near future. Also, Downey has campus-wide wireless coverage with the capability of the district's filtered network. Staff on campus correspond directly via email. A career and college counseling center is available to students, and an after school tutoring program with additional transportation services is also offered.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	589
Grade 10	558
Grade 11	536
Grade 12	446
Total Enrollment	2,129

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.4
Asian	2.1
Filipino	0.5
Hispanic or Latino	65.8
Native Hawaiian or Pacific Islander	0.6
White	22.7
Two or More Races	4.3
Socioeconomically Disadvantaged	77.4
English Learners	11.7
Students with Disabilities	15.2
Foster Youth	0.4
Homeless	1.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	89	103	96	1431
Without Full Credential	4	5	2	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	9	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	3

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom & Worth</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> <p>"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, Addison Wesley, 2006</p> <p>Financial Math: Mathematics for Business and Personal Finance, Glencoe, 2010</p> <p>Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019</p> <p>Math 180 Course I: Math 180 Course I mSpace, Scholastic, HMM</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic, HMM</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, 7th Edition, Prentice Hall, 2007</p> <p>Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020</p> <p>Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020</p> <p>Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988"</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>"AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science</p> <p>Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018</p> <p>AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth</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, SAVVAS 12th Edition 2018</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: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006 "		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<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.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>"AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978. 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 ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988 Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc. Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co. Williams, Arthur. Sculpture. Davis Art Education Materials Nigrosh, Leon. Claywork. Davis Art Education Materials 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 The Complete Potter’s Companion by Tony Birks Sculpture by Arthur Williams, Davis Art Education Materials 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. Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub. Exercises for Ensemble Drilli, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills</p> <p>Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills 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</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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</p> <p>Successful Sight Singing, Telfer, Pub. Kjos</p> <p>Sing Legato, Jennings, Pub. Kjos</p> <p>Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser</p> <p>The Acapella Singer, Clough/Leigher, Pub. Schirmer</p> <p>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</p> <p>Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011</p> <p>The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013</p> <p>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</p> <p>The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013</p> <p>Fresh Flowers, The John Henry Company,</p> <p>Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p> <p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</p> <p>Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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"		

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

As of October 2009, the TDHS campus experienced the final stages of a complete restoration in all of its facilities. As a result, our physical plant is in excellent condition. The year and a half long modernization of the campus has had a positive impact on students and staff. With the addition of a new state-of-the-art swimming pool and state-of-the-art synthetic turf field in the stadium, TDHS boasts facilities and amenities not available in our area's newest high schools. As of 2020, we continue to have excellent facilities, we look forward to the new boys physical education lockers that will be installed this school year.. Maintenance of the school buildings is always addressed and fixed at the time of the discovery of need.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

This school has classrooms, a cafeteria, two gyms, locker-rooms, library, auditorium, pool, stadium and an administration office. The main campus was built in 1950 and opened in 1950.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/8/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Emergency purge fan for science lab not working
Interior: Interior Surfaces	Fair	Damaged walls and/or wallboard, Counter delaminating, Stained and/or ripped carpet, Wall paint peeling/cracking
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Exterior facing pool- pile of bird droppings, Clutter/Poor houskeeping, Unsecured items stored too high, Fountains dirty in some classrooms
Electrical: Electrical	Good	Wall cover loose-wires exposed, Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	ADA shower not functional in Boys Locker Room, Broken faucet, Fountain low flow and/or leaking, Restrooms dirty in some classrooms

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Emergency exit lights not working properly, Excessive artwork on walls and/or hanging from ceiling, Blocked fire extinguisher, Plug-in air freshener, Unsecured cabinet at exit
Structural: Structural Damage, Roofs	Good	Exterior-Crack in awning, Damage to wall siding
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	51	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	19	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 equip 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1086
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	29.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.1

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	94.97

UC/CSU Course Measure	Percent
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	47.31

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Opportunities for Parental Involvement

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	4.6	4.4	5.2	5.9	7.7	6.6	9.1	9.6	9
Graduation Rate	93	92.1	90.4	88.4	87.1	87.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.1	6.2	5.7	6.3	3.5	3.5
Expulsions	0.1	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.74	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

School Safety Plan

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

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

We have a "visitor check-in" sign that is posted at the front entrance of the school. In addition, we have smaller "visitor" signs posted at other entrances, directing people to check-in at the main office. Any visitors must sign in at the main office and receive a visitor pass before proceeding to other areas on campus. If visitors do not check into the main office, they will be directed back to the office by a campus supervisor. TDHS has access to over 70 cameras which are used to record and review activities to maintain a safe and secure campus.

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	23	38	24	39	22	50	10	47	22	42	14	45
Mathematics	26	22	19	38	23	34	25	31	24	25	29	28
Science	27	11	16	22	24	18	19	19	26	13	10	27
Social Science	26	24	16	37	21	41	16	35	22	30	11	40

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	425.8

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.7
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,010.13	5,177.63	9,832.50	109,691.93
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	1.4	16.4

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-26.8	28.0

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

Types of Services Funded (Fiscal Year 2019-2020)

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/lcfc-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfc-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	4	N/A
All courses	10	7.8

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Tuolumne Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Tuolumne Elementary School
Street	707 Herndon Rd
City, State, Zip	Modesto, Ca 95351
Phone Number	(209) 574-8442
Principal	Tony Lomeli
Email Address	lomeli.t@monet.k12.ca.us
Website	https://tuolumne.mcs4kids.com/
County-District-School (CDS) Code	50711676052849

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

TUOLUMNE ELEMENTARY SCHOOL, situated in the southern section of Modesto, California, is a PreK-6th grade campus that proudly serves approximately 600 students throughout a traditional calendar school year. Our learning environment is filled with diverse and multicultural students who are eager to learn and a dedicated staff committed to preparing those students to be successful, lifelong learners. Tuolumne provides a rigorous standards-based curriculum in Reading Language Arts, Mathematics, Science, History Social Science, STEM, and Physical Education. All students are held to high standards of academic and behavioral expectations and we offer Multi-Tier System of Support that allows every student to learn and succeed academically, socially, physically, and emotionally. Students are expected to monitor their own learning using critical thinking and creative problem solving skills daily and demonstrate a respect for and appreciation of our community's cultural diversity. English Learners that are new to the country in grades 4 through 6 receive support from a full time ELD teacher and Paraeducator that focused on language and reading acquisition. At Tuolumne we take great pride in celebrating student achievements including Daily Morning Announcements, Fluency Fridays, Trimester Principal Awards, Honor Roll Awards, Student of the Month, Renaissance Days, Character Trait of the Month, Perfect Attendance, "Tiger Bucks", Postcards and Accelerated Reader (AR) points earned. Opportunities for student leadership and extracurricular activities include Student Council, anti-bully club, orchestra, band, chorus, Night at Theatre(VAPA), and traffic safety patrol. After School Education and Safety Program (ASES) offers a three-hour after school program on student attendance days. The ASES program provides enrichment such as arts and crafts, games, cooking, field trips and outside instruction in activities such as dance and music. The RISE program provided intervention after school in English Language Arts and additional Homework help is provided. Police Activity League (PAL) assistants also help with tutoring our students and provide team building activities during lunch time to engage students with others. The ASES Program is integrated with Tuolumne's After School Academic Opportunities for one hour Tuesday through Friday. The After School Academic Opportunities are provided by classroom teachers who deliver student instruction for a specific educational focus to increase students' learning and understanding in reading and/or math.

Our Mission Statement:

At Tuolumne Elementary School we believe every student has the opportunity to grow to their fullest potential academically, socially, emotionally and physically by means of rigorous and relevant quality instruction, within a safe and positive learning environment fostering lifelong learning for success in a global society.

Goals for the current year:

1. Literacy: Improving the reading and writing achievement of all students with mastery of the California common core standards, implementing the district approved state adopted curriculum, and using best teaching practices that encourage high student achievement.
2. Math: Improving the mathematical skills of all students with mastery of the California Common core standards, emphasizing the application of skills to solve math problems and to use high level critical thinking skills to analyze mathematical processes. Fully implementing the district approved state adopted Mathematics curriculum.
3. Technology: Increase the use of technology by staff utilizing student chromebooks schoolwide for more effective instruction and assessing students. Using Reading, Writing, and Mathematics based computer programs to practice skills and increase learning.
4. English Language Development: Implement with fidelity the district adopted state approved English Language Development curriculum to maximize the opportunities for English learners to meet the criteria for redesignation.
5. Provide interventions for students who are at risk of not successfully achieving the standards at their grade level.
6. Provide problems based lesson in Science, Technology, Engineering, and Math to engage and expose students to these career fields and create a collaborative and problem solving culture at Tuolumne.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	92
Grade 1	69
Grade 2	69
Grade 3	66
Grade 4	88
Grade 5	68
Grade 6	83
Total Enrollment	535

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	1.3
Hispanic or Latino	89.7
Native Hawaiian or Pacific Islander	0.6
White	3
Two or More Races	2.2
Socioeconomically Disadvantaged	97.4
English Learners	58.3
Students with Disabilities	9.2
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	24	25	26	1431
Without Full Credential	0	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Safety procedures are followed according to District policy:

- . One gate is open in the morning from 7:45 a.m. to 8:40 a.m.
- . The gate is monitored by an adult until locked at 8:40 a.m.
- . All visitors must sign in at the office and state their purpose for visiting to obtain a visitor's pass. After 8:40 a.m. the only access to the campus is through the office.
- . Students are supervised before/after school, at recesses and lunch by a yard duty staff.

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 classrooms, a cafeteria, early childhood ed program, and an administration office. The main campus was built in 1950 and opened in 1950.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/18/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	2nd toilet leaks at the spud.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	4 pieces of exterior trimboard on the North side has dryrot damage.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	17	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	12	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	10	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Attend Back to School & Parent Teacher conferences(in person and virtual)

English Learner Parent Partnership is composed of representatives that advise on bilingual decisions to better serve the student population.

School Site Council (SSC) assists in developing, reviewing and approving the school plan and annual categorical budget.

The Tuolumne School Safety Committee reviews and revises the school safety plan to ensure that the school maintains a Safe and Secure Learning Environment.

Volunteering in the classroom and with school activities when permitted with school openings

Parent Cafe is an informal information meeting addressing topics that are of interest to parents and connected to better serve the Tuolumne Community at large.

Partner Parenting offers parenting classes on a regular basis throughout the school year.

Additional Contact Persons

Principal: Tony Lomeli 574-8442

Vice Principal: Veronica McCabe 574-8442

Contact Person: Rosa Garcia 574-8442

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.5	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.9	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Tuolumne Safety Committee will update and approve the Safety Plan in January, 2021. Public notices were sent out to the public in December 2020 inviting them to view the Tuolumne School Safety Plan. Key Elements Included:

Safe and Secure Learning Environment

Crisis/Emergency Procedures

School Area Pedestrian Safety Plan

Site Specific Dress Code

Tuolumne School Discipline Plan

Please Note: The Tuolumne School Safety Plan is available at all times for review.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	1	2		20	3		4	23			
1	18	4			23		3		23		3	
2	22	1	3		21	1	2		23	3		
3	20	4			23		4		22		3	
4	28		3		22		3		23	1	3	
5	29		3		26		3		34			2
6	31		1	3	25	1	3		28		3	
Other**									11	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	2.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,216.57	3,699.24	10,517.33	122,961.45
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	8.1	27.7
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-33.4	39.1

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

William Garrison Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	William Garrison Elementary
Street	1811 Teresa Street
City, State, Zip	Modesto, CA 95350
Phone Number	209-574-8132
Principal	Nancy Matthews
Email Address	matthews.n@monet.k12.ca.us
Website	https://garrison.mcs4kids.com/
County-District-School (CDS) Code	50711676052716

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Garrison Elementary School is situated in the central suburban section of the city. Built in 1956, the school serves students from preschool through sixth grade. Students are bussed in from other schools to participate in the Autism program. An After School Program provides supplemental services to students.

SCHOOL PHILOSOPHY "At Garrison we commit to empower students to become lifelong learners in a safe collaborative community."

It is the aim of Garrison School to encourage and assist all students to:

- 1) Attain a positive self-image and strive for the highest goals of which each is capable.
- 2) Become a responsible, contributing member of the community.
- 3) Attain knowledge and skills to become an economically productive worker and a lifelong learner.
- 4) Be physically fit and value participation in fitness and sports activities.
- 5) Become adept in developing positive relationships with staff members, family and friends.
- 6) Recognize differences in race, ethnic groups and handicaps and be able to interact in a positive and caring manner with all children

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	67
Grade 1	55
Grade 2	53
Grade 3	51
Grade 4	34
Grade 5	34
Grade 6	34
Total Enrollment	328

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4
Asian	4.3
Filipino	0.9
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	2.7
White	14.3
Two or More Races	6.4
Socioeconomically Disadvantaged	90.5
English Learners	35.4
Students with Disabilities	23.5
Foster Youth	0.9
Homeless	0.9

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	21	23	27	1431
Without Full Credential	2	2	2	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

1) Garrison is secured and visitors must sign in at the office to receive a visitor's badge before entering the interior part of the campus during student hours of 8:45 AM to 2:54 PM. 2) Principal has radio contact with the office and custodian at all times. 3) Students are closely supervised upon arrival, during school, and during recesses. 5) Noon duty staff for the cafeteria and yard wear vests and have fanny packs with first aid supplies. They each have a two way radio with access to the office and principal as needed. 6) The site has two emergency response kits. 7) Staff has clear procedures for lockdown and evacuation using the intercom and/or the bell system. 8) Each classroom and the office have a copy of the site safety plan. 9) Bomb threat procedures are posted by the office telephones that receive incoming phone calls. 10) No visible graffiti is permitted. 11) Safety Patrol assist students in crossing the streets in the mornings and after school.

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 classrooms, a cafeteria, library, an early childhood ed program, and an administration office. The main campus was built in 1956 and opened in 1956.

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 exemplary repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/06/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	16	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	13	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	9	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Contact Person: Principal: Nancy Matthews, Principal; Administrative Assistant: J. Blanca Zuniga (209) 574-8132
Parents and guardians are involved in Garrison in several ways. School Site Council (SSC) is made up of parents, staff, and teachers. Garrison also has an English Learners Advisory Committee made up of the principal, translator, and parents. The Center for Human Services helps us run Parent Cafes for families to discuss a variety of topics and enjoy a meal, Garrison offers parent workshops and opportunities to volunteer. In addition, Garrison offers a loaner computer to parents who participate in our parent education opportunities (School Site Council or ELAC) for the opportunity to improve their technical skills.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.2	4.1	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.43	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

It is the intent of the staff and parents of the students at Garrison School to have a safe school in all aspects. We most recently met in September, 2020, to review our safety procedures. Safety is one of our highest priorities as part of the educational process for students. The Garrison Safety Plan includes safety guidelines in four primary parts. 1) Personal Characteristics of Students and Staff, 2) Physical Environment, 3) Social Environment and, 4) Cultural Environment. The successful teamwork between staff and community will ensure the well being of our students and staff at Garrison School.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	17	2	2		15	3	2	2	13		3	
1	23		2		24		2		9	4	2	
2	20	2			24		2		11	2		3
3	23		2		22		2		13	2	2	
4	24		2		34			1	34			1
5	34			1	34			1	34			1
6	31		1	1	34			1	34			1
Other**	10	2			17	1	1		13	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.9
Speech/Language/Hearing Specialist	2.5
Resource Specialist (non-teaching)	
Other	8.9

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	24,969.44	15,572.30	9,397.14	94,699.59
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-3.2	1.7
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-22.4	13.5

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

Wilson Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Wilson Elementary School
Street	201 Wilson Avenue
City, State, Zip	Modesto CA 95354
Phone Number	(209) 574-8452
Principal	Danyelle Gonzalez
Email Address	gonzalez.dan@monet.k12.ca.us
Website	https://wilson.mcs4kids.com/
County-District-School (CDS) Code	50 711676052872

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

School Mission Statement:

It is the mission of Wilson Elementary that all scholars will grow and learn at the highest levels through a collective commitment of equity, advocacy, and responsibility.

School Description:

Wilson School is situated in the central east suburban section of Modesto in Stanislaus County. It is one of the twenty two elementary schools in the district and is composed of seven older classrooms built in 1929 and the newer rooms in the 1950's. The buildings are in excellent condition despite their age because of the care they receive from Wilson's meticulous custodial staff. Centrally located within a neighborhood of low to high income homes, the school serves a diverse group of approximately 270 preschool through 6th grade students. Students living in our attendance area are mainly Hispanic, White and African American. The income level of the families falls into low to medium socioeconomic range with the majority of students meeting free or reduced meal eligibility. This year the CEP allows all students to receive two free nourishing meals each day. There are nine general education teachers, one resource teacher, and one pre-formal teacher. In addition to the K-6 staff, Wilson has one three day per week computer literacy teacher, two prep providers one day per week each who provide 45 minute prep time for certificated teachers, one part-time library media assistant, one part-time Speech and Language Therapist, one school psychologist for 1.5 days a week, part-time Marriage and Family Therapist, one part-time Student Assistant Specialist, one Behavioral Consultation Model Clinician for one day a week, one after school program director, two para-professionals, one administrative assistant, one student attendance clerk, one part-time bilingual community aid, one part-time TC II, two fulltime custodians, one part-time custodian, three food service employees, one campus assistant and four yard duties. Wilson's teachers range from first year to veteran teachers (two or more years of teaching experience). In the classroom, teachers teach English Language Arts with Macmillan McGraw Hill (MMH) for English Language Arts (ELA), SWUN Math (Kindergarten-6th grades). The school population includes approximately 55 English Language Learners which is 19% of the student population. English Language Development (ELD) instruction is taught systematically throughout the day along with 30 minutes of designated ELD instruction daily in each classroom.

During the 2018-19 school year, Wilson students in third through sixth grades completed the Smarter Balanced Assessment Consortium (SBAC). The results have been reported and most grade level cohorts showed growth in English Language Arts. Thirty-one percent of Wilson's third graders met or exceeded standard in ELA while twenty eight percent met or exceed standard in mathematics. While twenty-three percent of Wilson's fourth graders met or exceeded standard in ELA, and twenty-six percent met or exceed standard in mathematics. Fifth graders performed at thirty-three percent met or exceed standard in ELA, and twelve percent met or exceeded standard in mathematics. Fifth graders also continued to take the Physical Fitness Test, and they participated in the computerized science test. Wilson's sixth graders met or exceed standard in ELA at forty-eight percent, and thirty-four percent of the sixth grade scholars met or exceed standard in mathematics. Current metric data is limited as the State suspended testing in the Spring of 2020. School-wide interventions and enrichment periods were implemented four days per week during the school day. Wilson teachers will continue to provide students with interventions and enrichment throughout the school day as well as after school during the 2020-21 school year. Teachers will be using Phonics for Reading, Rewards, Language for Learning, Reading Mastery, Corrective Reading to teach in-school and RISE curriculum for interventions as well as provide enrichment supports.

In continuation with a practice that began in 2018-2019, teachers were provided with collaboration time 15 times per school year due to early release days provided by Modesto City Schools. In addition to the 15 collaboration times provided by the district, teachers were also given extra time (after district collaboration time) to meet with their grade level teams to discuss student data, design lessons from the CCSS and compose and review their SMART goals and common formative assessments. Furthermore, teachers were given the opportunity to take one professional development day per year to focus on CCSS and lesson design. This collaboration time was facilitated with the assistance of the three teacher leaders and the principal. During the 2019-2020 school year, the District has provided 26 days of collaboration time. In addition, following the format that was established in 2018-19, teachers will continue to be given the option to meet with their grade level teams and instructional coaches after district collaboration time to analyze data, design lessons and create common formative assessments. Wilson stakeholders remain committed to strengthening the character of every student through the promotion of the Modesto City School's Character Education program and the use of PeaceBuilder and SecondStep curriculum. Wilson also has the longest running mentorship program in the district with E&J Gallo. This year, we will celebrate our 23rd year where Gallo employees come to Wilson to mentor our students. In addition, over the past three years, our Positive Behavior Intervention and Support (PBIS) team has been trained using Restorative Practices. Wilson's PBIS team remains committed to training all staff members regarding the importance of the development of the "whole" student by using various Restorative Practices strategies. During the 2019 -20 school year, professional development occurred to teach and support the following: Restorative Practice classroom circle training and strategies, PeacePath, and Trauma Informed Schools Framework to teachers and support staff, along with character traits assemblies. Both the intermediate and primary playgrounds have PEACE PATHS, a "safe place" where students go to resolve their own peer conflicts with guidance. When appropriate, some teachers opt to use the Restorative Practices circle talks and/or offer comfort corners (a temporary place for students to find comfort), and Peacebuilder Center/Reset Zone to students throughout the school day. Using one or more of the aforementioned strategies, Wilson's suspension rate for 2019-2020 academic year was 1.6%. In addition, Wilson's PBIS team is committed to meeting five times per year to review discipline data and discuss strategies that promote civility and develop pro-social behaviors in student. The PBIS team consists of the principal, campus assistant, After School Program Director, Center for Human Services employees, and teachers. The following positive behavior activities will continue to be implemented at Wilson: Fun Dance Fridays, Game Days, Popcorn and lunch with the Principal, PeaceBuilder school-wide recognition, monthly positive playground rewards, daily PeaceBuilder recognition and certificates for Praise Notes, and public recognition at Student of the Month Assemblies. Students have the opportunity to participate in many activities at Wilson. The ASES Program (after-school program) and RISE Intervention which provides a safe environment to students after school hours in which they may participate in intervention and a variety of activities that include support during designated homework times with a focus on math two days a week, Jr. Chef, field trips and sports competitions with other MCS students. The director is in active communication with the school administration and there is a collaborative effort by both for the benefit of all students. There are also opportunities for students to participate in chorus, music (strings and/or band), Mighty Milers, 10K with a Cop, ASB, Wilson Baseball, Art Restores Kids, Traffic Patrol, Garden and Recycling Clubs. Wilson Elementary School has an extremely successful state preschool. Communication between Wilson's pre-primer teacher, principal and K-6 teachers is on-going. Beginning of the year Kindergarten assessment results from former pre-formal students was and will be an ongoing discussion with teachers as Wilson strives to ensure all students enrolled in these programs are ready for Kindergarten. The transition to Kindergarten is enhanced by the continuity of our pre-formal program. Kindergartners are given an ELA assessment (DIBELS) at the beginning of every year. During the 2019-2020 school year, Wilson's incoming kindergartners and parents of kindergartners were invited to attend four kindergarten readiness courses in the spring. This was the fourth time for our pre-kindergartners to become familiar with kindergarten procedures and teachers. It was also a time for parents to become familiar with the Common Core State Standards, end of year outcomes, staff, attendance procedures, and general school site procedures. School Plan for Student Achievement (SPSA) Page 5 of 36.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	45
Grade 1	36
Grade 2	24
Grade 3	44
Grade 4	28
Grade 5	34
Grade 6	34
Total Enrollment	245

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.4
Asian	2
Hispanic or Latino	66.9
White	23.3
Two or More Races	2.9
Socioeconomically Disadvantaged	89.8
English Learners	23.3
Students with Disabilities	12.7
Homeless	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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	12	14	13	1431
Without Full Credential	0	0	0	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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.

Wilson's facilities are kept in excellent condition. We have received comments regarding the appearance of our beautiful grounds. Thanks to our community partners, Gallo Winery and Comcast, our quaint and antiques school has beautiful flowers in barrels sprinkled throughout our school. Our Associated Student Body and custodial staff carefully maintain them on a weekly basis.

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 classrooms, a cafeteria, library, and an administration office. The main campus was built in 1929 and school opened in 1929.

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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/24/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	2nd and 3rd toilets leak at the spud. 1 of 1 toilet leaks at the spud
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	32	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	19	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	9	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Wilson Elementary School Parents are always welcomed onto Wilson's campus and considered an integral part of school and student success. Wilson's staff members actively encourage parent involvement. During the 2019-2020 school year, parents were invited onto campus for the following meetings and/or events: Back to School Night, Pan Dulce with Parents, Picnic with the Parents, Read Across America, Parent Involvement Committee, English Language Parent Partnership Meetings, Parent Teacher Association Meetings, School Site Council, Open House, Music and Chorus Presentation, Student of the Month and PeaceBuilders Assemblies, End of Trimester Awards and Rewards (Dance and Movie days), PTA sponsored events and Bring Your Parent to School Academic Mornings. Parents are encouraged to visit Wilson's webpage and/or contact the school for more detailed information about their child's educational programs at (209) 574-8452 between the hours of 7:30 am-4:00 pm. Modesto City Elementary: K-8 Migrant Education /Title Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons that are housed at Pearson Education Center.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	1.3	3.6	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.52	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Wilson is located in a medium to low socio-economic neighborhood in a beautiful and historical area located in southeast Modesto. In an effort to create and foster a secure learning environment, an abundance of services and resources are available to our student community including: After School Learning Program, exposure to Peacebuilder and SecondStep curriculum, Restorative Justice Practices, monthly meetings with the principal and Student Achievement and Character Education assemblies. In addition, Wilson has the following safety plan elements in place: students are acknowledged and respected; social services support systems are coordinated; the school is alert to exposure to safety issues; school buildings and classrooms are well maintained; campus security and safety is coordinated with law enforcement; parents and staff members actively participate in regular safety meetings.

The Wilson School Safety Plan is designed to provide information regarding the safety of students and staff in all situations. Wilson Elementary School has a Safety Committee made up of administration, teaching staff, a custodial representative, an administrative assistant, yard duty supervisors, and parent volunteers. With the assistance of California Safe Schools, the Wilson Safety Committee has adopted a comprehensive School Safety Plan most recently reviewed in April 2020 and is scheduled for a review in November 2020. The committee meets two times per year to review safety concerns and school procedures in an attempt to improve or enhance a safe school environment. The plan is reviewed each year for effectiveness and is adjusted as needed. Procedures to be followed in the event of any emergency at the school, or as a result of a situation in the neighborhood which may impact the school site, school crisis procedures, evacuation plans, dress code, visitor policies, conduct code and sexual harassment procedures as well as provision of learning opportunities that promote tolerance and acceptance of differences are outlined in this plan. Safety drills are scheduled throughout the school year to train students and staff to respond in case of emergency situations such as: fire, lockdown, earthquakes and evacuation of school buildings. Evacuation routes and pertinent information to assist officials to ensure student and staff safety are also included in the plan. Before and after school, the student Safety Patrol crosses students at various crosswalks around the school and an adult crossing guard is at the busy intersection on Yosemite Blvd. There is an After School Program that begins at the end of the regular school day and is open until 6:00 pm. Students are supervised and receive academic support until they are picked up by their parent/guardian. All kindergarten students are dismissed and released only to a parent, legal guardian or school official. Once school has begun all gates are locked, except the one directly in front of the front office. Visitors must come into the office and be logged into the RAPTOR System. The RAPTOR system produces a visitor's badge that is dated with a picture ID. Visitors must wear this badge when on campus. When visitors leave the school site ID Badgers are collected by the office staff. Yard duty supervisors are assigned to before school, recess and after school yard supervision in designated areas. The lunchtime recess is supervised by adult yard duty supervisors and the principal.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	15	2			23		2	2	23			
1	24		2		24		1		18	2		
2	22	1	1		24		2		24	1		
3	22		2		19	2			22		2	
4	34			1	21	1		1	28		1	
5	34			1	32		1		34			1
6	20	2			29		1		34			1
Other**	14	1							7	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,908.44	4,013.69	9,894.75	100,343.27
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	2.0	7.5
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-27.4	19.2

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

Types of Services Funded (Fiscal Year 2019-2020)

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-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.