

# Grace M. Davis High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

<b>District Name</b>	Modesto City School District
<b>Phone Number</b>	(209) 574-1500
<b>Superintendent</b>	Sara Noguchi, Ed.D
<b>Email Address</b>	MummaSolorio.L@monet.k12.ca.us
<b>District Website</b>	www.mcs4kids.com

## 2023-24 School Description and Mission Statement

"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 2025 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 Academic Incentive Program and recognize positive behavior daily through our Positive Behavior 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.

Purpose Statement and Student Learner Outcomes:

At Davis we support every student in their personal pursuit of excellence by providing a variety of opportunities within a collaborative, diverse, and inclusive community.

Support - Spartans will be able to access staff and services to support their academic, linguistic, physical, mental, and social-emotional needs.

Community - Spartans will experience connection within classrooms, peer groups, the school as a whole, and surrounding

2023-24 School Description and Mission Statement

communities.  
Growth - Spartans will become empowered to identify and develop their strengths through academics, skill building, and life experiences.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	516
Grade 10	509
Grade 11	522
Grade 12	512
Total Enrollment	2,059

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
American Indian or Alaska Native	0.5%
Asian	6%
Black or African American	3.9%
Filipino	0.7%
Hispanic or Latino	60%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	4.5%
White	18.8%
English Learners	22.2%
Foster Youth	0.1%
Homeless	0.9%
Migrant	0.8%
Socioeconomically Disadvantaged	78.1%
Students with Disabilities	12%

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	77.60	85.94	557.20	83.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.11	11.80	1.78	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.20	3.54	19.40	2.92	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	7.20	8.07	51.40	7.74	12115.80	4.41
<b>Unknown</b>	1.20	1.33	24.40	3.69	18854.30	6.86
<b>Total Teaching Positions</b>	90.30	100.00	664.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	75.90	83.19	562.90	81.48	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	4.00	4.42	14.50	2.11	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.10	3.43	29.50	4.28	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.10	6.69	52.70	7.63	11953.10	4.28
<b>Unknown</b>	2.00	2.24	31.00	4.50	15831.90	5.67
<b>Total Teaching Positions</b>	91.30	100.00	690.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.20	1.70
Misassignments	1.00	1.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.20	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	7.10	6.10
Total Out-of-Field Teachers	7.20	6.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3	1.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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>.

Year and month in which the data were collected	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	<p>AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom &amp; Worth</p> <p>AP English Literature and Composition: The Bedford Introduction to Literature, 2020</p> <p>Expository Reading and Writing Course (ERWC 3.0): The Expository Reading and Writing Course Modules, 2020</p> <p>IB Prep English 9: Classics of Literature, Harcourt, Brace, Jovanovich Publishing Co., 1994</p> <p>IB Prep English 10: Classics of World Literature, Harcourt, Brace, Jovanovich Publishing Co., 1994</p> <p>IBHL English 9: The Norton Anthology of American Literature, 1994</p> <p>IBHL English 10: The Norton Anthology of English Literature, 1994</p> <p>Read 180: Scholastic rBook, Stage C Next Generation; Scholastic Next Generation (paperback and audio) Book Collection; Scholastic Topic Software, Next Generation, 2021</p> <p>StudySync, 2017</p> <p>Designated ELD Course: Edge, Cengage, National Geographic, 2018</p>	Yes	0
<b>Mathematics</b>	<p>AP Calculus AB/BC: Calculus for AP, 1st Edition, Cengage Learning, 2021</p> <p>AP Statistics: Stats: Modeling the World, 5th Edition, Addison Wesley, 2021</p> <p>Financial Math: Foundations in Personal Finance, 3 Edition - Ramsey Solution, Ramsey Solutions, 2021</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>	Yes	0

	<p>Math for the Trades: Mathematics for the Trades, SAVVAS Learning Co., 2021</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Pre-Calculus, 6th Edition, SAVVAS Learning Co., 2021</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> <p>Quantitative Reasoning: Using &amp; Understanding Mathematics: A Quantitative Reasoning Approach, SAVVAS Learning Co., 2021</p>		
<b>Science</b>	<p>AP Biology/IB/IHL/SL/Science &amp; Ethics of Biotechnology: Campbell Biology in Focus AP Edition, 3rd Edition, SAVVAS Learning Co., 2021</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science, 2020</p> <p>Chemistry &amp; Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, &amp; 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 &amp; Worth, 2020</p> <p>AP Physics: College Physics: A strategic Approach AP Edition, SAVVAS Learning Co., 2021</p> <p>Chemistry in the Earth Systems, Honors Chemistry in the Earth System, &amp; Applied Chemistry &amp; Biotechnology: CA Inspire Chemistry, McGraw-Hill, 2021</p> <p>Chemistry/CP Chemistry/Pre-AP Chemistry/Pre- IB, &amp; Chemistry: CA Inspire Chemistry, McGraw-Hill, 2021</p> <p>Human Anatomy &amp; 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/ Engineering Essentials/Honors Physics in the Universe/ Physics: CA Inspire Physics, McGraw-Hill, 2021</p>	Yes	0



	<p>IBSL Chemistry: Oxford IB Diploma Programme 2014 Edition Companion, Bylikan, Horner, Murphy, Tracy, 2016</p> <p>Integrated Biotechnology 3: Biotechnology: Science for the New Millenium, EMC Paradigm Publishers, 2006</p> <p>Introduction to Physical Science: Inspire Physical Science with Earth Science, McGraw-Hill, 2021</p> <p>Pre-AP Biology: Miller &amp; Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty, 2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006</p>		
<b>History-Social Science</b>	<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: BFW: Human Geography for the AP Course, 1st Edition, 2021</p> <p>AP Psychology: BFW: Thinking About Psychology: The Science of Mind and Behavior, Fourth Edition, 2019</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; Persons and Their World, Jeffrey Olen, 1994</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: InThinking Psychology, Crane, 2019</p> <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>	Yes	0

	<p>World Religion/Geo: IL Encyclopedia of World Religions, Usborne Publishing, 2001;</p> <p>World Studies: Foundations of Geography, Prentice Hall, 2006</p>		
<b>Foreign Language</b>	<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 Language and Culture, Vista Higher Learning, 2021; AP Spanish Language &amp; Culture Exam Preparation, Vista Higher Learning, 2021; Abriendo Puertas: Ampliando perspectivas, McDougal Littell</p> <p>AP Spanish Lit for Spanish Speakers 6: Abriendo puertas: Ampliando perspectivas, Houghton Mifflin</p> <p>AP Spanish Literature: Reflexiones, Vista Higher Learning, 2021</p> <p>French I/ IB Prep French I: D'accord! 1, Vista Higher Learning, 2021</p> <p>French II/ IB Prep French II: D'accord! 2, Vista Higher Learning, 2021</p> <p>French III/ French IV / IB Prep French III: D'accord! 3, Vista Higher Learning, 2021</p> <p>French IBSL: Le Monde, Cambridge University Press, 2021</p> <p>IB Prep Spanish I/Spanish I: Senderos 1: Spanish for a Connected World, Vista Higher Learning, 2021</p> <p>IB Prep Spanish II/Spanish II: Senderos 2: Spanish for a Connected World, Vista Higher Learning, 2021</p> <p>IB Prep Spanish III/Spanish III: Senderos 3: Spanish for a Connected World, Vista Higher Learning, 2021</p> <p>IBHL 1, 2 Spanish: Espanol B for the IB Diploma Student Workbook, Ib Source INC., 2021; Temas para Espanol B, Vista Higher Learning, 2021</p> <p>Spanish IV: Senderos 4: Spanish for a Connected World, Vista Higher Learning, 2021.</p> <p>Spanish for Spanish Speakers 3: Galeria 1, Vista Higher Learning, 2021</p>	Yes	0

	Spanish for Spanish Speakers 4: Galeria 2, Vista Higher Learning, 2021		
<b>Health</b>	Health/Health Parallel: Essential Health Skills, Goodheart-Willcox, 2021  Human Sexuality to Accompany Essential Health Skills, Goodheart-Willcox, 2021	Yes	0
<b>Visual and Performing Arts</b>	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  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  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  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  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  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 Drilll, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.  Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills	Yes	0

Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills  
H.O.T. Hands On Training, Nancy Marsters, pub. Nancy Lee Marsters

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

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)

Orchestra:Essentials for String, Gerald Anderson, Neil A. Kjos

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

Choir: Melodia Sight Singing Book 1, Cole Lewis, Presser  
Successful Sight Singing, Kjos  
Winning Rhythms, Ayola, Kjos  
Five Centuries of Choral Music, G. Schirmer  
Advanced Treble Clef Choir:  
Successful Sight Singing Book 2, Pub. Kjos  
The A Cappella Singer, Clough-Leigher, Pub. Schirmer

Intermediate Treble Clef Choir 1-8: Melodia Sight Singing Book 1, Cole/Lewis, Pub. Presser  
Successful Sight Singing, Telfer, Pub. Kjos  
Sing Legato, Jennings, Pub. Kjos

Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser  
The Acapella Singer, Clough/Leigher, Pub. Schirmer  
Five Centuries of Choral Music Book 2, Pub. Schirmer

History and Art of Floral Design: Floriculture Designing & Merchandising, Griner, Charles, Delmar Publishers, 2011  
Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011  
The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013  
Bundle: The Art of Floral Design, + Floral Design CourseMate with eBook (1-Year) Printed Access Card

Floral Design II:The Art of Floral Design, Norah Hunter, Delmar Publishers, 2013  
The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013  
Fresh Flowers, The John Henry Company,

Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985

	<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> <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>		
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## 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](http://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.

**Year and month of the most recent FIT report**

7/14/2023

**System Inspected**

**Rate  
Good**

**Rate  
Fair**

**Rate  
Poor**

**Repair Needed and Action Taken or Planned**

## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	:
<b>Interior:</b> Interior Surfaces	X			403: Damaged floor tile 600: Damaged floor tile 610: Stained ceiling tile 801: Damaged ceiling tiles, Paint peeling 912: Stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			104: Unsecured items stored too high
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			407: Boy's restroom- Bad faucet GIRLS REST ROOM: Outside of Gym- Bad toilet
<b>Safety:</b> Fire Safety, Hazardous Materials	X			103: Items hanging from ceiling 205: Items hanging from ceiling 401: Unsecured cabinet at exit 402: Items hanging from ceiling, Excessive artwork and/or paper on walls 461: Unsecured cabinet at exit 462: Unsecured cabinet at exit 464: Unsecured cabinet at exit 470: Unsecured cabinet at exit 471: Unsecured cabinet at exit 621: Items hanging from ceiling 701: Unsecured cabinet at exit 703: Items hanging from ceiling 801: Damaged ceiling tiles, Paint peeling 905: Unsecured cabinet at exit
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	36	42	43	47	46
Mathematics (grades 3-8 and 11)	6	9	16	17	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	507	489	96.45	3.55	35.73
<b>Female</b>	251	240	95.62	4.38	38.08
<b>Male</b>	256	249	97.27	2.73	33.47
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	33	33	100.00	0.00	30.30
<b>Black or African American</b>	25	24	96.00	4.00	20.83
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	308	296	96.10	3.90	36.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	43	40	93.02	6.98	27.50
<b>White</b>	92	90	97.83	2.17	41.57
<b>English Learners</b>	135	133	98.52	1.48	6.02
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	406	393	96.80	3.20	32.91
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	63	60	95.24	4.76	5.00

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	506	487	96.25	3.75	9.03
<b>Female</b>	251	238	94.82	5.18	6.72
<b>Male</b>	255	249	97.65	2.35	11.24
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	33	33	100.00	0.00	9.09
<b>Black or African American</b>	24	23	95.83	4.17	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	308	296	96.10	3.90	8.45
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	43	40	93.02	6.98	7.50
<b>White</b>	92	89	96.74	3.26	12.36
<b>English Learners</b>	135	133	98.52	1.48	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	406	391	96.31	3.69	7.16
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	63	60	95.24	4.76	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	10.58	14.19	18.97	21.41	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1086	1057	97.33	2.67	14.19
<b>Female</b>	526	510	96.96	3.04	11.18
<b>Male</b>	559	546	97.67	2.33	16.85
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	71	71	100.00	0.00	16.90
<b>Black or African American</b>	38	37	97.37	2.63	5.41
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	659	642	97.42	2.58	12.93
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	103	98	95.15	4.85	10.20
<b>White</b>	197	191	96.95	3.05	18.85
<b>English Learners</b>	293	284	96.93	3.07	0.70
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	863	841	97.45	2.55	12.13
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	114	106	92.98	7.02	0.94

## 2022-23 Career Technical Education Programs

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 60 CTE programs spread across seven traditional and one alternative high school locations. 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 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.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1026
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	84.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.9
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	26.61

**B. Pupil Outcomes**

**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 area of physical education.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	77.70%	77.30%	82.80%	80.60%	87.30%

**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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
GDHS has a School Site Council (SSC). This group meets seven 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 5-6 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 and attending events such as Back to School Night, Open House and award ceremonies.

**C. Engagement**

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0.2	2.1	4.5	3.9	2.2	4	9.4	7.8	8.2
<b>Graduation Rate</b>	82	85	88	87.2	90.8	90	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	510	449	88.0
<b>Female</b>	248	223	89.9
<b>Male</b>	261	225	86.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	34	32	94.1
<b>Black or African American</b>	16	15	93.8
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	300	259	86.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	28	25	89.3
<b>White</b>	98	88	89.8
<b>English Learners</b>	143	113	79.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	19	16	84.2
<b>Socioeconomically Disadvantaged</b>	448	393	87.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	58	44	75.9

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2282	2206	722	32.7
Female	1117	1076	366	34.0
Male	1164	1129	356	31.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	10	10	2	20.0
Asian	139	132	30	22.7
Black or African American	93	87	33	37.9
Filipino	16	16	4	25.0
Hispanic or Latino	1375	1336	443	33.2
Native Hawaiian or Pacific Islander	16	16	2	12.5
Two or More Races	106	100	34	34.0
White	417	405	152	37.5
English Learners	560	538	164	30.5
Foster Youth	8	5	2	40.0
Homeless	22	20	11	55.0
Socioeconomically Disadvantaged	1794	1738	620	35.7
Students Receiving Migrant Education Services	19	19	8	42.1
Students with Disabilities	273	260	113	43.5

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.19	5.73	5.48	0.18	5.26	5.58	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.48	0
Female	4.39	0
Male	6.53	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.16	0
Black or African American	10.75	0
Filipino	6.25	0
Hispanic or Latino	5.67	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.89	0
White	5.28	0
English Learners	5.54	0
Foster Youth	0	0
Homeless	4.55	0
Socioeconomically Disadvantaged	6.02	0
Students Receiving Migrant Education Services	5.26	0
Students with Disabilities	8.79	0

## 2023-24 School Safety Plan

The Grace M. Davis High School Safety Plan is updated each year (Last Update: August 10, 2023) 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.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	103	18	42
Mathematics	15	74	8	36
Science	15	55	11	26
Social Science	13	92	14	35

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	80	29	37
Mathematics	18	65	9	42
Science	17	52	6	31
Social Science	17	71	5	38

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	59	35	25
Mathematics	23	39	15	34
Science	20	33	20	16
Social Science	22	41	14	35

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	294.14

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16853.88	4922.13	11931.75	101358.78
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	7.0	0.9
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	24.4	13.5

## Fiscal Year 2022-23 Types of Services Funded

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/o/mcs/page/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	67185.00	54906.00
Mid-Range Teacher Salary	95865.00	80703.00
Highest Teacher Salary	124545.00	109418.00
Average Principal Salary (Elementary)	139709.00	137703.00
Average Principal Salary (Middle)	142971.00	143760.00
Average Principal Salary (High)	164175.00	159021.00
Superintendent Salary	295437.00	319443.00
Percent of Budget for Teacher Salaries	29.20%	30.35%
Percent of Budget for Administrative Salaries	5.18%	4.87%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	10.3
-----------------------------------	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	3
Social Science	8
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	18

## Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive a 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, Induction and intern mentor programs, Peer Assistance Review (PAR) program, as well as an Administrative Induction Program. For the fourth year, MCS

Professional Development

has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We offer the same incentive for classified, but at a flat rate compensation of \$400 for the first 6 hours and \$400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, 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. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

Coming out of the COVID closures, we have focused our efforts on our Instructional Core:

- Instructional Core Vision: Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- Supporting All Learners: Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.
- Board-adopted Curriculum: Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students’ progression over time.
- Engaging Students using Language and Literacy: Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- Professional Learning Communities: PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don’t reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	