

Thomas Downey 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

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
School Website	downey.mcs4kids.com
County-District-School (CDS) Code	50 711755031802

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 seventy 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 2023 enrollment is 2052 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 68%, Caucasian 19%, African-American 1.32%, Asian Indian 1%, Pacific Islander 0.29%, American Indian 0.3%, Chinese 0.05%, Vietnamese 0.05%, Laotian 0.4%, Cambodian 0.19%, Hmong 0.05%, other Asian 0.49%, Hawaiian 0.05%, Samoan 0.05%, Filipino 0.34%, two or more races 4.78% and intentionally left blank 4.34%. Additionally, preliminary numbers indicate that 78% 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 800 students living six to eight miles from campus. These neighborhoods in south Modesto now comprise two-thirds of Downey's student population and are predominantly 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

2023-24 School Description and Mission Statement

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 Advanced Placement courses (AP), College Preparatory courses (CP), English Learner (EL) services, Special Education, Resource, Advancement Via Individual Determination (AVID), 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. This school year, 23-24, we are offering 2 Dual Enrollment courses (1 in AG and another in English), to provide our students the opportunity to earn college and high school credits at the same time. We are also using the Co-Teaching Model in Algebra 1 in order to provide more support to students who are struggling in math. 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 and in 2023 the track was remodeled. 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 has a Lenovo computer with access to computerized resources. 75" TV's have been added in all classrooms and all students have 1-1 devices. 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	597
Grade 10	518
Grade 11	487
Grade 12	543
Total Enrollment	2,145

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.5%
American Indian or Alaska Native	0.3%
Asian	1.5%
Black or African American	1.7%
Filipino	0.5%
Hispanic or Latino	67.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.4%
White	19.5%
English Learners	20.2%
Foster Youth	0.3%
Homeless	0.7%
Migrant	1.2%
Socioeconomically Disadvantaged	79.1%
Students with Disabilities	15.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.80	82.62	557.20	83.87	228366.10	83.12
Intern Credential Holders Properly Assigned	2.30	2.79	11.80	1.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	3.31	19.40	2.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.50	5.29	51.40	7.74	12115.80	4.41
Unknown	5.10	5.95	24.40	3.69	18854.30	6.86
Total Teaching Positions	85.60	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.20	76.40	562.90	81.48	234405.20	84.00
Intern Credential Holders Properly Assigned	2.50	2.68	14.50	2.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.10	7.64	29.50	4.28	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.60	7.09	52.70	7.63	11953.10	4.28
Unknown	5.70	6.16	31.00	4.50	15831.90	5.67
Total Teaching Positions	93.20	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	0.30	1.50
Misassignments	2.40	5.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.80	7.10

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	0.00	0.00
Local Assignment Options	4.50	6.60
Total Out-of-Field Teachers	4.50	6.60

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	0.7

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	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, 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
Mathematics	<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 & Understanding Mathematics: A Quantitative Reasoning Approach, SAVVAS Learning Co., 2021</p>		
Science	<p>AP Biology/IB/IHL/SL/Science & 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 & 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, 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, & Applied Chemistry & Biotechnology: CA Inspire Chemistry, McGraw-Hill, 2021</p> <p>Chemistry/CP Chemistry/Pre-AP Chemistry/Pre- IB, & Chemistry: CA Inspire Chemistry, McGraw-Hill, 2021</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/ 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 & 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>		
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, 2008</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>	Yes	0

	<p>World History: Man is the Measure, Prentice Hall, 2007</p> <p>World Religion/Geo: IL Encyclopedia of World Religions, Usborne Publishing, 2001;</p> <p>World Studies: Foundations of Geography, Prentice Hall, 2006</p>		
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 Language and Culture, Vista Higher Learning, 2021; AP Spanish Language & 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		
Health	<p>Health/Health Parallel: Essential Health Skills, Goodheart-Willcox, 2021</p> <p>Human Sexuality to Accompany Essential Health Skills, Goodheart-Willcox, 2021</p>	Yes	0
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> <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 Drilll, 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>	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,

	<p>Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985 Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991 Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</p> <p>Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985 Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991 Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</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.

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.

Year and month of the most recent FIT report				7/12/2021
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Purge fan broken
Interior: Interior Surfaces	X			Stained carpet, Cracked wall, Damaged ceiling tiles, Wall board/panel damaged
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Unsecured items stored too high, Cluttered classroom and/or storerooms

School Facility Conditions and Planned Improvements				
Electrical	X			Blocked electrical panel, Light cover missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Fountain leaking, Fountain low flow, ADA shower not functional, Eye wash station not inspected
Safety: Fire Safety, Hazardous Materials			X	Blocked fire extinguisher or pull alarm, Excessive art/paper on walls and/or hanging from ceiling, Blocked exit, Broken exit lights, Unsecured cabinet at exit, No safety lines around machinery, Antique gas pump and radio cabinet not anchored
Structural: Structural Damage, Roofs	X			Door sticks
External: 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)	30	32	42	43	47	46
Mathematics (grades 3-8 and 11)	8	12	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
All Students	470	451	95.96	4.04	32.37
Female	215	204	94.88	5.12	39.22
Male	255	247	96.86	3.14	26.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	327	311	95.11	4.89	27.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	39	97.50	2.50	28.21
White	85	85	100.00	0.00	49.41
English Learners	102	96	94.12	5.88	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	352	339	96.31	3.69	28.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	66	89.19	10.81	3.03

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
All Students	470	451	95.96	4.04	12.20
Female	215	204	94.88	5.12	10.29
Male	255	247	96.86	3.14	13.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	327	312	95.41	4.59	6.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	38	95.00	5.00	15.79
White	85	85	100.00	0.00	30.59
English Learners	102	96	94.12	5.88	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	352	339	96.31	3.69	7.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	67	90.54	9.46	1.49

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
Science (grades 5, 8 and high school)	9.66	12.71	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
All Students	982	941	95.82	4.18	12.75
Female	446	421	94.39	5.61	11.16
Male	536	520	97.01	2.99	14.04
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	27.78
Black or African American	20	18	90.00	10.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	675	646	95.70	4.30	8.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	74	71	95.95	4.05	11.27
White	183	177	96.72	3.28	29.38
English Learners	183	172	93.99	6.01	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	752	721	95.88	4.12	7.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	164	156	95.12	4.88	1.92

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 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 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	1219
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.5
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	98.37
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	32.29

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	41.60%	85.20%	86.40%	85.70%	86.50%

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
<p>Opportunities for Parental Involvement</p> <p>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 (SSC), English Learner Advisory Committee (ELAC), 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 CTE 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 Learner Advisory Committee (ELAC) meetings and 9th grade Parent meetings are designed to help parents help their students to be successful and 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.</p>

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
Dropout Rate	3.9	1.8	3.3	3.9	2.2	4	9.4	7.8	8.2
Graduation Rate	86.9	91.8	89	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	538	479	89.0
Female	249	226	90.8
Male	289	253	87.5
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	19	15	78.9
Filipino	--	--	--
Hispanic or Latino	359	317	88.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	16	76.2
White	104	96	92.3
English Learners	95	71	74.7
Foster Youth	--	--	--
Homeless	17	12	70.6
Socioeconomically Disadvantaged	454	399	87.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	93	70	75.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2399	2258	706	31.3
Female	1103	1037	350	33.8
Male	1296	1221	356	29.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	7	2	28.6
Asian	36	34	5	14.7
Black or African American	52	46	18	39.1
Filipino	10	10	2	20.0
Hispanic or Latino	1642	1530	488	31.9
Native Hawaiian or Pacific Islander	13	11	4	36.4
Two or More Races	107	99	32	32.3
White	440	432	129	29.9
English Learners	531	476	172	36.1
Foster Youth	16	13	4	30.8
Homeless	27	22	16	72.7
Socioeconomically Disadvantaged	1916	1804	605	33.5
Students Receiving Migrant Education Services	28	26	4	15.4
Students with Disabilities	359	344	143	41.6

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	0.97	6.33	6.25	0.18	5.26	5.58	0.20	3.17	3.60
Expulsions	0.00	0.04	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	6.25	0
Female	5.44	0
Male	6.94	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.78	0
Black or African American	11.54	0
Filipino	0	0
Hispanic or Latino	7.31	0
Native Hawaiian or Pacific Islander	7.69	0
Two or More Races	5.61	0
White	3.41	0
English Learners	9.23	0
Foster Youth	6.25	0
Homeless	0	0
Socioeconomically Disadvantaged	7.31	0
Students Receiving Migrant Education Services	14.29	0
Students with Disabilities	11.14	0

2023-24 School Safety Plan

School Safety Plan

Thomas Downey High School regularly reviews the school safety plan. On August 24, 2023 the site safety committee met to update and approve 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. Eight 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. The Raptor system is used to provide visitors a pass by having them insert their ID into a scanner to receive a visitor pass before proceeding to other areas on campus. The system alerts the site if the visitor is flagged as a registered sex offender since it is connected to the national sex offender database. 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.

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	20	60	15	45
Mathematics	21	47	14	38
Science	18	32	25	13
Social Science	19	45	19	32

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	17	81	26	35
Mathematics	15	75	30	25
Science	15	57	12	20
Social Science	15	76	7	36

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	22	48	26	35
Mathematics	21	42	25	26
Science	21	28	14	21
Social Science	22	35	18	30

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	315.44

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)	6.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	6.6

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	17659.68	5848.88	11810.80	118403.88
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	6.0	16.4
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	23.4	28.9

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	11.2
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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	0
English	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	4
Social Science	8
Total AP Courses Offered	19

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

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 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	