Enslen Elementary School
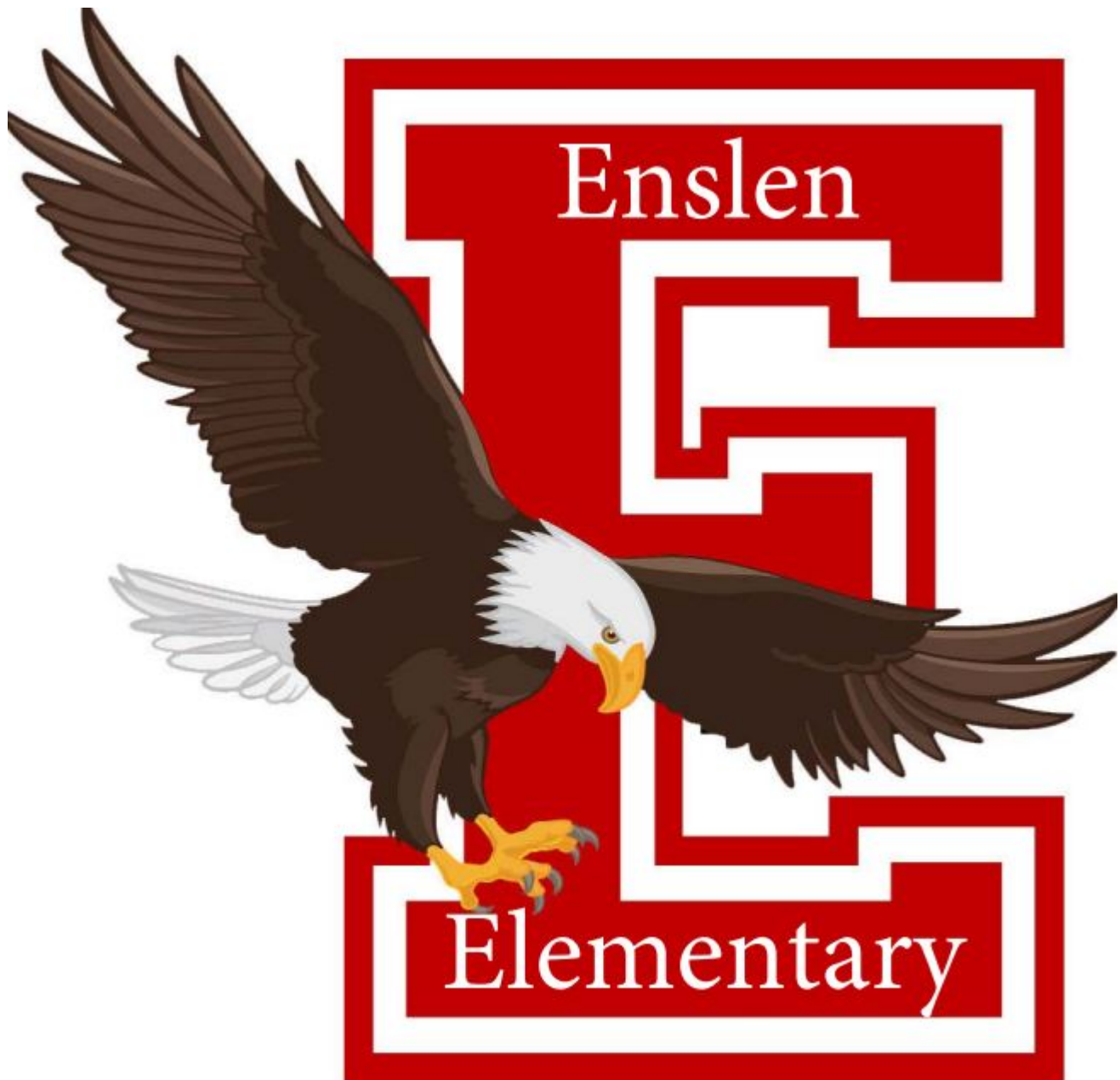
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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	Enslen Elementary School
Street	515 Coldwell Ave
City, State, Zip	Modesto, CA 95354
Phone Number	(209) 574-1982
Principal	Brandon Fromm
Email Address	fromm.b@monet.k12.ca.us
School Website	enslen.mcs4kids.com
County-District-School (CDS) Code	50711676052666

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

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

Enslen has earned the reputation of maintaining high academic expectations and providing a strong educational program. Many of our parents and some grandparents are former Enslen students, and they have deliberately located their families in the Enslen area so that their descendants could continue the tradition of being Enslen graduates. Parents are actively involved and serve in leadership capacities through the Parent Teacher Club (PTC) and other committees. Parent volunteers are historically very involved, providing support and assistance throughout the school. Our educational environment and teaching strategies meet the goals and objectives of a strong curriculum. The Enslen faculty utilizes every opportunity for grade level collaboration centered on analyzing student assessment data and utilizing effective instructional strategies to meet the needs of our students through the PLC process. The Enslen staff is extremely collaborative and is focused on student achievement.

Although Enslen is a small school with somewhat limited resources, the emphasis has been on utilizing funds to provide programs, services, and technology that maximize student performance. Enslen has started a MTSS reading program that is highly successful and meeting the unique needs of each student based on data analysis and small group instruction. Enslen's warm and friendly atmosphere, positive learning environment, and tradition of excellence are the products of partnerships between staff, students, and the community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	48
Grade 2	48
Grade 3	47
Grade 4	43
Grade 5	38
Grade 6	62
Total Enrollment	333

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
American Indian or Alaska Native	0.6%
Asian	0.3%
Black or African American	4.5%
Hispanic or Latino	34.5%
Two or More Races	6.3%
White	50.2%
English Learners	3.6%
Homeless	1.2%
Socioeconomically Disadvantaged	47.7%
Students with Disabilities	9.6%

A. Conditions of Learning

State Priority: Basic

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

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

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)	15.10	100.00	614.30	89.07	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.60	1.69	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.70	1.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	31.90	4.64	12115.80	4.41
Unknown	0.00	0.00	17.90	2.61	18854.30	6.86
Total Teaching Positions	15.10	100.00	689.70	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)	14.80	98.87	608.70	88.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.20	2.06	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	20.90	3.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	1.13	32.70	4.75	11953.10	4.28
Unknown	0.00	0.00	13.90	2.01	15831.90	5.67
Total Teaching Positions	15.00	100.00	690.50	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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

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

		Adoption?	Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

School Facility Conditions -- General Information
The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Age of School/Buildings:
This school has classrooms, a cafeteria, a library, and an administration office. The main campus was built in 1939 and opened in 1939.

Maintenance and Repair:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

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

Deferred Maintenance:
The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute $2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, $2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and $2 million to Facility Improvements (Fund 40) for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

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

Year and month of the most recent FIT report	7/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:			X	

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer			:
Interior: Interior Surfaces	X		B: Carpet ripped
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	12: Unsecured items stored too high 7: Unsecured items stored too high F: Blocked electrical panel, Unsecured items stored too high G: Unsecured items stored too high H: Unsecured items stored too high
Electrical	X		F: Blocked electrical panel, Unsecured items stored too high
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		A: Unsecured cabinet at exit J: Paint peeling on outside fascia
Structural: Structural Damage, Roofs	X		
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)	58	62	28	27	47	46
Mathematics (grades 3-8 and 11)	47	48	18	19	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	190	185	97.37	2.63	61.62
Female	97	95	97.94	2.06	66.32
Male	93	90	96.77	3.23	56.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	75	98.68	1.32	57.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	17	89.47	10.53	52.94
White	86	84	97.67	2.33	70.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	95	96.94	3.06	50.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	30.00

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
All Students	190	187	98.42	1.58	48.13
Female	97	96	98.97	1.03	41.67
Male	93	91	97.85	2.15	54.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	75	98.68	1.32	42.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	31.58
White	86	84	97.67	2.33	59.52
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	97	98.98	1.02	36.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	20.00

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
Science (grades 5, 8 and high school)	41.67	24.32	15.01	15.26	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	38	37	97.37	2.63	24.32
Female	18	18	100.00	0.00	27.78
Male	20	19	95.00	5.00	21.05
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100.00	0.00	17.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 5	94.70%	94.70%	94.70%	97.40%	94.70%

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

Parents are encouraged to be involved in the PTC (Parent Teacher Club), volunteer in the classrooms, help publish the yearbook, and assist with fundraising programs. Enslen's PTC and parents continue to find creative ways to support staff, students, and promote school spirit. Families are engaged throughout the year with activities such as a spaghetti dinner, mother/son and father/daughter dance, family picnic nights, movie nights, ice-cream socials, carnivals, and many other fun activities throughout the year to connect families with the school community.

Parents can obtain up-to-date information on the Enslen school website, Parent Square, Monthly Newsletter, or the calendar that the school puts out every month, as well as via our Enslen Facebook page. Teachers communicate regularly with parents via ParentSquare as well as parent-teacher conferences. The Enslen website has recently been updated with a new look and there is an increase in family involvement visiting the Facebook page.

At Enslen, parents are critical to the success of their students and school community. Enslen is a school that prides itself on the family environment and a large number of parents volunteer in classrooms as a result.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	352	344	69	20.1
Female	173	168	34	20.2
Male	179	176	35	19.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	1	1	0	0.0
Black or African American	15	15	8	53.3
Filipino	0	0	0	0.0
Hispanic or Latino	127	121	29	24.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	22	22	5	22.7
White	170	169	23	13.6
English Learners	15	14	3	21.4
Foster Youth	1	0	0	0.0
Homeless	4	4	4	100.0
Socioeconomically Disadvantaged	179	172	53	30.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	47	15	31.9

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	0.00	0.56	2.84	0.06	2.94	4.08	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.84	0
Female	0	0
Male	5.59	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.67	0
Filipino	0	0
Hispanic or Latino	3.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.55	0
White	1.76	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.47	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.16	0

2023-24 School Safety Plan

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Student safety is discussed regularly at Staff Meetings, Parent Teacher Club meetings, PBIS team meetings, Yard Duty team meetings and Safety Committee meetings. The School Safety Plan is reviewed by the School Safety Team annually and was last updated and discussed on October 13, 2022 and approved by the Site Safety Team. The Comprehensive School Safety Plan include procedures for emergencies such as a lockdown, fire-drill, evacuation, and more. Contact information has been updated for emergency situations and the procedures are reviewed with staff and student drills are executed to ensure the entire Enslen community knows their role in an emergency situation. The principal meets with students for input on the safety of campus as well as student council for feedback. All staff has been briefed on the procedures and a small red flipchart has been created and distributed to provide a quick resource in the case of an emergency. The safety plan was reviewed with staff on August 3, 2023 and reviewed in following meetings and follow-up emails. The Enslen Site Leadership Team also met and discussed safety procedures on September 25, 2023 and student council provided feedback on September 14, 2023. The site safety plan will be reviewed and updated with the site safety team on November 20, 2023.

The school custodian checks the school grounds for safety each morning before the children arrive. Repairs are made quickly whenever safety issues are involved. Yard duty staff supervises the playground before school, after school, and during recess and support is provided by the principal and teachers when practical. The gates are locked after school begins so that all visitors must come through the front door. A sign is posted at the door informing visitors to report to the office. Visitors sign in at the office and must have their driver's license scanned using the Raptor system. All visitors must wear a Raptor badge while on campus. Before and after-school care programs were initiated in the 2021-2022 school year, to ensure students had a safe, welcoming option when parents needed supervision outside of the school day.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	4	1	
1	13	2	2	
2	17	1	2	
3	10	4		
4	16	2	2	
5	15	2	1	
6	24	1		1
Other	9	2		

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	2	
1	13	2	2	
2	16	1	2	
3	14	1	2	
4	17	2		1
5	19	1	2	
6	28		2	
Other	16	2	1	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	24	0	2	0
2	24	0	2	0
3	24	0	2	0
4	22	1	2	0
5	13	2	1	0
6	31	0	2	0
Other	20	2	0	1

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	0.8

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	15750.09	5537.82	10212.27	130575.80
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	-8.5	26.1
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	9.0	38.4

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%

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

Professional Development

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 ofer 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	