Grace M. Davis High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

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

2022-23 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 Address	www.mcs4kids.com

2022-23 School Overview

"In Pursuit of Excellence" has been the Grace M. Davis High School motto since the campus opened in the winter of 1961. Although the environs around Grace M. Davis High School have changed from agrarian to urban, the focus on student success and learning has remained the same. Grace M. Davis High School (GDHS) is located in the northwest part of the city of Modesto, California. The school is one of seven comprehensive high schools in the Modesto City Schools high school district. GDHS serves students from three large junior high schools, two of which are affiliated with another school district. GDHS reflects the socioeconomic and ethnic diversity of the city of Modesto. GDHS has a diverse student population of approximately 2070 students. GDHS is known for its outstanding academics, athletics, and academy programs. We are proud of the participation in and success of our many academic teams, which include CSF, FFA, Mock Trial, Academic Decathlon, and more. We proudly recognize students quarterly for academics through our Renaissance program and celebrate character monthly through our Honor the Shield program.

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

MISSION STATEMENT

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	516
Grade 10	557
Grade 11	551
Grade 12	496
Total Enrollment	2,120

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.4
Asian	5.6
Black or African American	3.4
Filipino	0.5
Hispanic or Latino	61.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	5.4
White	18.8
English Learners	23.2
Foster Youth	0.3
Homeless	0.4
Migrant	1.3
Socioeconomically Disadvantaged	79.2
Students with Disabilities	11.7

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair

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)	77.60	85.94	557.20	83.87	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.11	11.80	1.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.20	3.54	19.40	2.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.20	8.07	51.40	7.74	12115.80	4.41
Unknown	1.20	1.33	24.40	3.69	18854.30	6.86
Total Teaching Positions	90.30	100.00	664.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

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

2021-22 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)	1.30	1.60
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.70	0.00

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

2022-23 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	October 2022

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

	AP English Literature and Composition: The Bedford Introduction to Literature, 2020		
	Expository Reading and Writing Course (ERWC 3.0): The Expository Reading and Writing Course Modules, 2020		
	IB Prep English 9: Classics of Literature, Harcourt, Brace, Jovanovich Publishing Co., 1994		
	IB Prep English 10: Classics of World Literature, Harcourt, Brace, Jovanovich Publishing Co., 1994		
	IBHL English 9: The Norton Anthology of American Literature, 1994		
	IBHL English 10: The Norton Anthology of English Literature, 1994		
	Read 180: Scholastic rBook, Stage C Next Generation; Scholastic Next Generation (paperback and audio) Book Collection; Scholastic Topic Software, Next Generation, 2021		
	StudySync, 2017		
	Designated ELD Course: Edge, Cengage, National Geographic, 2018		
Mathematics	AP Calculus AB/BC: Calculus for AP, 1st Edition, Cengage Learning, 2021	Yes	0
	AP Statistics: Stats: Modeling the World, 5th Edition, Addison Wesley, 2021		
	Financial Math: Foundations in Personal Finance, 3 Edition - Ramsey Solution, Ramsey Solutions, 2021		
	Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019		
	IBSL Math Applications and Interpretations I: Mathematics Applications and Interpretation for the IB Diploma - Standard Level, Pearson, 2019		
	IBHL Math Applications and Interpretations II: Mathematics Applications and Interpretation for the IB Diploma - Higher Level, Pearson, 2019		
	IBSL Math Analysis and Approaches I: Mathematics Analysis and Approaches for the IB Diploma - Standard Level, Pearson, 2019		
	IBHL Math Analysis and Approaches II: Mathematics Analysis and Approaches for the IB Diploma - Higher Level, Pearson, 2019		
	Math for the Trades: Mathematics for the Trades, SAVVAS Learning Co., 2021		
	Pre-Calculus/Pre-AP Pre-Calculus: Pre-Calculus, 6th Edition, SAVVAS Learning Co., 2021		

	Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020		
	Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020		
	Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020		
	Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988		
	Quantitative Reasoning: Using & Understanding Mathematics: A Quantitative Reasoning Approach, SAVVAS Learning Co., 2021		
Science	AP Biology/IB/IHL/SL/Science & Ethics of Biotechnology: Campbell Biology in Focus AP Edition, 3rd Edition, SAVVAS Learning Co., 2021	Yes	0
	CP Biology, Science Techbook California, The Living Earth, Discovery Science, 2020		
	Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018		
	AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth, 2020		
	AP Physics: College Physics: A strategic Approach AP Edition, SAVVAS Learning Co., 2021		
	Chemistry in the Earth Systems, Honors Chemistry in the Earth System, & Applied Chemistry & Biotechnology: CA Inspire Chemistry, McGraw-Hill, 2021		
	Chemistry/CP Chemistry/Pre-AP Chemistry/Pre- IB, & Chemistry: CA Inspire Chemistry, McGraw-Hill, 2021		
	Human Anatomy & Physiology: Essentials of Human Anatomy and Physiology, SAVVAS 12th Edition 2018		
	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		
	Pre-AP/ Pre-IB Physics/ Engineering Essentials/Honors Physics in the Universe/ Physics: CA Inspire Physics, McGraw-Hill, 2021		
	IBSL Chemistry: Oxford IB Diploma Programme 2014 Edition Companion, Bylikan, Horner, Murphy, Tracy, 2016		
	Integrated Biotechnology 3: Biotechnology: Science for the New Millenium, EMC Paradigm Publishers, 2006		

	Introduction to Physical Science: Inspire Physical Science with Earth Science, McGraw-Hill, 2021		
	Pre-AP Biology: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020		
	ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty, 2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006		
History-Social Science	Western Civilization Since 1300, AP Edition, Cengage, 2019	Yes	0
	AP Govt and Politics US: American Government, AP Version, 2006; Economics: Principles in Action, CA Edition, Prentice Hall, 2007		
	AP Human Geography: BFW: Human Geography for the AP Course, 1st Edition,2021		
	AP Psychology: BFW: Thinking About Psychology: The Science of Mind and Behavior, Fourth Edition,2019		
	AP US History, American History, AP Edition, McGraw-Hill, 2017		
	CP US Govt Econ: Magruder's American Government, Prentice Hall, 2007; Economics: Principles in Action, CA Edition, Prentice Hall, 2007		
	CP US History: The Americans: Reconstruction to the 21st Century, McDougal Littell, 2006		
	IB 1-2 Theory of Knowledge: Man is the Measure, Reuben Abel, 1994; Persons and Their World, Jeffrey Olen, 1994		
	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		
	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		
	IBHL 1-2 Psychology: InThinking Psychology, Crane, 2019		
	Gross, 1994; Theme, Issues, and Debates in Psychology, R. Gross, 1995		
	Psychology: Understanding Psychology, Glencoe, 2003		
	World History: Man is the Measure, Prentice Hall, 2007		
	World Religion/Geo: IL Encyclopedia of World Religions, Usborne Publishing, 2001;		
	World Studies: Foundations of Geography, Prentice Hall, 2006		

Foreign Language	American Sign Language I: A Basic Course in American Sign Language, TJ Publishers	Yes	0
	American Sign Language II: Signing Naturally Series, Dawn Sign Press		
	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		
	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		
	AP Spanish Lit for Spanish Speakers 6: Abriendo puertas: Ampliando perspectivas, Houghton Mifflin		
	AP Spanish Literature: Reflexiones, Vista Higher Learning, 2021		
	French I/ IB Prep French I: D'accord! 1, Vista Higher Learning, 2021		
	French II/ IB Prep French II: D'accord! 2, Vista Higher Learning, 2021		
	French III/ French IV / IB Prep French III: D'accord! 3, Vista Higher Learning, 2021		
	French IBSL: Le Monde, Cambridge University Press, 2021		
	IB Prep Spanish I/Spanish I: Senderos 1: Spanish for a Connected World, Vista Higher Learning, 2021		
	IB Prep Spanish II/Spanish II: Senderos 2: Spanish for a Connected World, Vista Higher Learning, 2021		
	IB Prep Spanish III/Spanish III: Senderos 3: Spanish for a Connected World, Vista Higher Learning, 2021		
	IBHL 1, 2 Spanish: Espanol B for the IB Diploma Student Workbook, Ib Source INC., 2021; Temas para Espanol B, Vista Higher Learning, 2021		
	Spanish IV: Senderos 4: Spanish for a Connected World, Vista Higher Learning, 2021.		
	Spanish for Spanish Speakers 3: Galeria 1, Vista Higher Learning, 2021		
	Spanish for Spanish Speakers 4: Galeria 2, Vista Higher Learning, 2021		
Health	Health/Health Parallel: Essential Health Skills, Goodheart-Willcox, 2021	Yes	0

	Human Sexuality to Accompany Essential Health Skills, Goodheart-Willcox, 2021		
Visual and Performing Arts	AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978. Brommer, Gerald and Gatto, Joseph A. Careers in Art: Davis Art Education Materials Art: Art in Focus: Aesthetics, Criticism, History, Studio, Gene A. Mittler, Ph.D., Glencoe/McGraw-Hill, 1994 ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988 Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc Careers in Art, Gerald Brommer and Joseph Gatto Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc. Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co. Williams, Arthur. Sculpture. Davis Art Education Materials Nigrosh, Leon. Claywork. Davis Art Education Materials Brommer, Gerald and Gatto, Joseph A. Careers In Art. Davis Art Education Materials Advanced Ceramics:Claywork – Form and Idea in Ceramic Design by Leon I. Nigrosh The Complete Potter's Companion by Tony Birks Sculpture by Arthur Williams, Davis Art Education Materials Careers in Art by Gerald Brommer and Joseph A. Gatto, Davis Art Education Materials Sculptural Design: Kicklighter, Clois E. and Ronald J. Baird. Crafts. Includes Instructor's Guide and Answer Key. South Holland, Il.: Goodheart-Willcox, 1986. Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub. Exercises for Ensemble Drilll, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub. Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills H.O.T. Hands On Training, Nancy Marsters, pub. Nancy Lee Marsters	Yes	0

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-Leighter, 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/Leighter, Pub. Schirmer
Five Centuries of Choral Music Book 2, Pub. Schirmer

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

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

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

	Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985 Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991 Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990		
Science Laboratory Equipment (grades 9-12)	Provided	Yes	

School Facility Conditions and Planned Improvements

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

GDHS was constructed in 1961. During the summer of 2007, many of Davis High's classrooms received air conditioning. That project continued during the summer of 2008, and resulted in all classrooms being air-conditioned. In 2009-2010 the campus saw increases to its technological ability with a new computer lab as well as a PIN system in the cafeteria. During 2010-2011, several out-of-date portable buildings have been removed as campus space becomes available and the student population changes due to boundary adjustments. In the summer of 2011, the gymnasium received a new set of bleachers and all restrooms, entrances, and pathways were improved in order to meet ADA requirements. The school's "Little Theater" has been renovated as well as other projects such as perimeter fencing and mounted cameras for safety and video surveillance. During the 2014-2015 school year, campus wide wireless internet connectivity (including access points, switches, conduit, and wiring) were installed to allow for "Digital Davis", in which all students began using laptop computers at school and at home. The track and practice football field were leveled and rebuilt from the ground up. The front office interior was painted and the roof surfaces have been resurfaced. Several classrooms were completely remodeled to allow for the addition of ROP nursing classes on campus, including the ROP Health Occupations Lab with eight functioning hospital bed stations. During the summer of 2015 and 2017 new concrete was poured and asphalt redone on sections of the campus that had uneven pavement in order to improve safety. The agriculture facilities were updated during the 2017-18 school year. In the summer prior to the 2020-2021 school year, the Career Center was updated and became the College and Career Center. The newly renovated College and Career Center includes offices for the College Counselor, Work Experience Coordinator, and a Career Center Tech/Navigator along with a common meeting area for group presentations. While GDHS is a traditional high school in many respects, what distinguishes it is not the bricks and mortar that make up the buildings, but the committed staff and students who inhabit the buildings and walk the halls every day.

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

Age of School/Buildings: This school has classrooms, a cafeteria, library, gym, locker room, pool, and an administration office. The main campus was built in 1959 and opened in 1959.

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

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

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

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

Year and month of the most recent FIT report	7/27/2022

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

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		
Interior: Interior Surfaces	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Unsecured items stored too high, Cluttered classroom and/or storerooms
Electrical	X		Electrical panel blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Fountain low flow, RR wall peeling paint/paint chips, Broken hand dryer
Safety: Fire Safety, Hazardous Materials		X	Blocked fire extinguisher and/or fire pull, Unsecured cabinet at exit, Excessive art/paper on walls and/or hanging from ceiling, Fire extinguisher missing, Mounted WiFi router blocking exit, Water heater not strapped, Bad emergency light
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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	35	N/A	42	N/A	47
Mathematics (grades 3-8 and 11)	N/A	6	N/A	16	N/A	33

2021-22 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	536	509	94.96	5.04	34.84
Female	267	252	94.38	5.62	40.64
Male	269	257	95.54	4.46	29.18
American Indian or Alaska Native	--	--	--	--	--
Asian	38	35	92.11	7.89	37.14
Black or African American	15	13	86.67	13.33	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	316	302	95.57	4.43	36.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	50	96.15	3.85	24.00
White	104	98	94.23	5.77	35.71
English Learners	135	125	92.59	7.41	8.80
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	426	405	95.07	4.93	33.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	52	92.86	7.14	5.77

2021-22 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	534	507	94.94	5.06	5.92
Female	266	250	93.98	6.02	6.40
Male	268	257	95.90	4.10	5.45
American Indian or Alaska Native	--	--	--	--	--
Asian	37	35	94.59	5.41	8.57
Black or African American	15	14	93.33	6.67	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	315	300	95.24	4.76	5.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	49	94.23	5.77	6.12
White	104	98	94.23	5.77	5.10
English Learners	135	124	91.85	8.15	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	425	403	94.82	5.18	5.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	52	92.86	7.14	0.00

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	10.58	--	18.97	28.5	29.47

2021-22 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	990	917	92.63	7.37	10.58
Female	465	433	93.12	6.88	9.01
Male	525	484	92.19	7.81	11.98
American Indian or Alaska Native	--	--	--	--	--
Asian	60	58	96.67	3.33	8.62
Black or African American	29	25	86.21	13.79	8
Filipino	--	--	--	--	--
Hispanic or Latino	588	539	91.67	8.33	8.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	99	92	92.93	7.07	7.61
White	193	183	94.82	5.18	17.49
English Learners	231	201	87.01	12.99	0.5
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	778	720	92.54	7.46	9.03
Students Receiving Migrant Education Services	11	10	90.91	9.09	--
Students with Disabilities	111	100	90.09	9.91	0

2021-22 Career Technical Education Programs

Today's CTE programs are rigorous and relevant programs that combine academic knowledge with technical skills and application of learning in hands-on, real-life contexts to equip students with viable skills for today's increasingly complex workforce. Modesto City Schools operates over 60 CTE programs spread across seven traditional and one alternative high school locations. These programs provide workplace preparation to our high school students, including several programs specifically designed to provide training to students with special needs, as well as workforce training for adults in the community. CTE programs reflect the instructional and learning design of Common Core: problem or project-based learning, development of critical thinking and problem-solving skills, teaming/collaboration and increased awareness of the expectations of business, industry, and the workplace.

State and national data indicate that students taking a CTE sequence perform better on assessments, graduate at higher rates, and are more successful in both college and the job market. CTE program data is monitored for enrollment trends, participation and completion rates, and performance on Carl D. Perkins grant core indicators. This data is reviewed annually with a wide array of stakeholders at a District CTE Advisory meeting, who give input on program effectiveness and development.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	915
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.5
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.95
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	28.64

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	85.19%	85.19%	86.11%	85%	87.59%

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.

2022-23 Opportunities for Parental Involvement

GDHS has a School Site Council (SSC). This group meets five times per year to discuss a variety of issues pertaining to school oversight and Title 1 funding. The English Learner Advisory Committee (ELAC) plays an important role at GDHS. It responds to the needs of students whose native language is other than English, provides helpful information/training to parents, and serves as a conduit of communication. ELAC meetings are held 3--4 times per year. GDHS also has a large contingent of parents who are actively involved. There are many other opportunities, such as booster organizations, for parents to take part in their student's education at GDHS. They include Athletic Boosters, FFA/Ag Boosters, SPEAR (Spartan Pupil Enrollment and Registration), the parent involvement committee, and more. Regular parent training is offered to educate parents on topics such as graduation requirements, technology, English classes, social/emotional supports and more! Parents are encouraged to be involved in their student's education by attending parent conferences, communicating regularly with teachers and attending events such as Back to School Night, Open House and award ceremonies.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6.6	2.1		5.9	2.2		8.9	7.8
Graduation Rate		86.5	85		87.3	90.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	487	414	85.0
Female	208	177	85.1
Male	279	237	84.9
American Indian or Alaska Native	--	--	--
Asian	24	22	91.7
Black or African American	14	14	100.0
Filipino	--	--	--
Hispanic or Latino	295	247	83.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	32	26	81.3
White	91	82	90.1
English Learners	135	88	65.2
Foster Youth	--	--	--
Homeless	15	11	73.3
Socioeconomically Disadvantaged	416	351	84.4
Students Receiving Migrant Education Services	15	12	80.0
Students with Disabilities	67	62	92.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2354	2279	991	43.5
Female	1123	1087	489	45.0
Male	1231	1192	502	42.1
American Indian or Alaska Native	10	10	6	60.0
Asian	131	130	39	30.0
Black or African American	84	78	33	42.3
Filipino	14	13	4	30.8
Hispanic or Latino	1438	1391	617	44.4
Native Hawaiian or Pacific Islander	19	19	6	31.6
Two or More Races	119	118	66	55.9
White	431	420	188	44.8
English Learners	607	580	222	38.3
Foster Youth	9	8	4	50.0
Homeless	17	15	13	86.7
Socioeconomically Disadvantaged	1881	1819	833	45.8
Students Receiving Migrant Education Services	30	30	13	43.3
Students with Disabilities	288	279	156	55.9

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.12	4.26	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.19	5.73	0.18	5.26	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.73	0.00
Female	4.27	0.00
Male	7.07	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.58	0.00
Black or African American	13.10	0.00
Filipino	14.29	0.00
Hispanic or Latino	5.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.45	0.00
White	4.87	0.00
English Learners	5.93	0.00
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Socioeconomically Disadvantaged	6.01	0.00
Students Receiving Migrant Education Services	3.33	0.00
Students with Disabilities	8.68	0.00

2022-23 School Safety Plan

The Grace M. Davis High School Safety Plan is updated each year (Last Update: September 13, 2022) and shared with staff at the beginning of the school year. Drills are conducted during the course of the school year to practice and evaluate readiness of the Davis High School staff and students. The Grace M. Davis High School Safety Plan identifies twelve crisis events and addresses initial emergency responses appropriate for each. The twelve events are: Intruder/Hostage Situation, Weapons/Bomb/Other Threats, Student Unrest, Medical Emergency/Psychological Crisis, Explosion or Risk of Explosion, Hazardous Spill/Release, Fire/Smoke, Weather Emergencies, Earthquake, Power/Utilities Failure, Aircraft/Vehicle Crash, Animal Disturbance/Bee Swarm. In the event of a crisis, the principal, or the principal's designee, will be in charge of implementing the plan and taking charge of the emergency situation. All visitors must check in with the school receptionist in the main office. They are required to sign-in and document the reason for their visit using the Raptor tracking system in place at the front office. If campus access is approved, visitors receive an identification tag, which must be prominently displayed at all times. If checking a student out of school for the day, the individual must present photo identification, and be listed on student's registration and emergency information documents. Administrators and the campus supervision team supervise students before school, after school and during lunch, and make themselves available at all times via two-way radio. Campus supervisors are assigned to zones throughout the campus, which they monitor during their shift. Campus supervisors are also assigned to the bus loading area to monitor traffic and non-students who may attempt to enter campus.

During passing periods campus supervisors monitor hallways, check for passes, and respond to student accidents, illnesses, or disruptive activity. Administrators, campus supervisors and the school safety officer are in constant communication with each other and the main office via two-way radio.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	63	41	30
Mathematics	22	32	22	32
Science	27	13	12	24
Social Science	19	44	21	25

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 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	302.86

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	13774.08	4556.37	9217.71	100849.07
District	N/A	N/A	9,336.43	93,071
Percent Difference - School Site and District	N/A	N/A	-1.3	8.0
State	N/A	N/A	$6,594	85,856
Percent Difference - School Site and State	N/A	N/A	33.2	16.1

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	61,523	51,081
Mid-Range Teacher Salary	87,787	77,514
Highest Teacher Salary	114,050	105,764
Average Principal Salary (Elementary)	131,404	133,421
Average Principal Salary (Middle)	136,168	138,594
Average Principal Salary (High)	154,950	153,392
Superintendent Salary	278,710	298,377
Percent of Budget for Teacher Salaries	32.22	31.60
Percent of Budget for Administrative Salaries	5.55	4.97

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	9.4

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

Subject	Number of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	1
Foreign Language	1
Mathematics	4
Science	4
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	26

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 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	6	10