

Grace M. Davis High

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Grace M. Davis High
Street	1200 West Rumble Rd.
City, State, Zip	Modesto, CA 95350-2198
Phone Number	(209) 576-4500
Principal	Mike Rich
E-mail Address	rich.m@monet.k12.ca.us
Web Site	https://davis.mcs4kids.com/
Grades Served	9-12
CDS Code	50 711755031380

District Contact Information	
District Name	Modesto City Elementary School District
Phone Number	(209) 576-4011
Superintendent	Pam Able
E-mail Address	fortuna.b@monet.k12.ca.us
Web Site	www.mcs4kids.com

School Description and Mission Statement (Most Recent Year)

SCHOOL DESCRIPTION

Grace M. Davis High School is located in the northwest part of the city of Modesto, California. The school is 52 years old and is one of seven comprehensive high schools in the Modesto City Schools high school district. Grace M. Davis High School serves students from three large junior high schools, one of which is affiliated with another school district. Davis High School reflects the socioeconomic and ethnic diversity of the city of Modesto. As Modesto has grown over the years, so has Davis High School. However, with the opening of Modesto City Schools' newest comprehensive high school, Joseph Gregori High School, in the fall of 2010, enrollment has dropped to approximately 1560 students. Since then Davis High has seen a rise in enrollment and as of 2015 it is at 1680 students. Davis High School is known for its outstanding academics, athletics, and academy programs. Our athletic programs focus on pursuing victory with honor and we have a full complement of boys' and girls' athletic teams, which are consistently competitive in the Modesto Metropolitan Conference. Davis High School is also the first high school in the district to embrace a digital instruction model, providing every student with a laptop device to be used at school and at home to complete work and do research. The staff has undergone weeks of 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. Middle College is another program provided at Davis that allows students to gain college credit while in high school. Davis also hosts one of the newest district programs for English learners – The Language Institute. Grace M. Davis High School 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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	448
Grade 10	413
Grade 11	373
Grade 12	309
Total Enrollment	1,543

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.7
Asian	5.6
Filipino	0.6
Hispanic or Latino	54.4
Native Hawaiian or Pacific Islander	1.6
White	22.9
Two or More Races	5.6
Socioeconomically Disadvantaged	77.3
English Learners	20.2
Students with Disabilities	15
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	78	73.2	63	532
Without Full Credential	0	1	4	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.7	6.3
All Schools in District	89.2	10.8
High-Poverty Schools in District	89.2	10.8
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-10: Holt, 2005 Grades 11-12: Holt, 2006	Yes	0
Mathematics	Secondary Math I: Mathematics Vision Project Secondary Math II: Mathematics Vision Project Geometry: Holt, 2008 Algebra II: Holt, 2008 Pre-Calculus: Hold, 2008 Calculus: Pearson/Prentice Hall, 2008 AP Statistics: Pearson/Prentice Hall, 2008	Yes	0
Science	Adv. Biology: Glencoe, 2007 AP Biology/IB Biology: On Hold AP Chemistry: McDougal-Littell AP/IB Environmental Sci: Thomson, 2007 AP Physics: Thomson, 2007 Biology/CP Biology/Int. Ag Science 3-4: McDougal-Littell Bio. Horticulture: Thomson, 2007 Chemistry/CP Chemistry/Pre-AP Chemistry/Pre-IB, & Chemistry: Holt, 2007 Earth Science/Int Age Science 1-2: Holt, 2007 Human Anatomy & Physiology: Person 2007 IB/SL Chemistry: Glencoe, 2007 Forensics/Biotech 1-2/Int. Science 1: Glencoe, 2007 Forensics/Biotech 3-4/Int. Science 1: Glencoe, 2007 Forensics/Biotech 3-4/Int. Science 3: Pearson, 2007 Integrated Science 4: Holt, 2007 Physics: Holt, 2007 Pre-AP Biology: Pearson, 2007 Pre-AP/Pre-IB Physics: CPO Science, 2007	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Wld Religion/Geo: Prentice Hall, 2006 Wld History: Prentice Hall, 2006 US History: McDougal Littell, 2006 Gov. Econ: Prentice Hall, 2006	Yes	0
Foreign Language	Spanish 1, 2, 3, 4: Prentice Hall, 2007 French 1, 2, 3, 4: McDougal Littell, 2007 Spanish for Spanish Speakers 3: Holt, 2007 Spanish for Spanish Speakers 4, 5, 6: Holt; Prentice Hall, 2007 German 1, 2, 3: Holt, 2007 AP Spanish: Prentice Hall; Glencoe, 2007	Yes	0
Health	Health, Glencoe, 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

Davis High School 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) was 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 8 functioning hospital bed stations. During the summer of 2015 new concrete was poured and asphalt redone on sections of the campus that had uneven pavement in order to improve safety. While Grace Davis High School 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 96 classrooms, a cafeteria, library, gym, locker room, pool and an administration office. The main campus was built in 1959. Additions were constructed in 1962 and in 1968. Sixteen portable classrooms were constructed in 1986, 1988, 1989, and 1990. The school 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 district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the district office. The Principal works continually with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

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. For the 2014-15 school year, the district has budgeted \$1.2 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.2 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/8/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Remove boiler system.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			400 Wing: Restroom upgrade.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/8/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	44	53	44
Mathematics	9	21	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	347	335	96.5	28	27	34	10
Male	11		183	52.7	33	27	32	7
Female	11		152	43.8	22	26	36	14
Black or African American	11		11	3.2	27	36	27	0
Asian	11		16	4.6	19	25	38	19
Filipino	11		5	1.4	--	--	--	--
Hispanic or Latino	11		187	53.9	32	24	35	8
Native Hawaiian or Pacific Islander	11		3	0.9	--	--	--	--
White	11		70	20.2	27	26	29	19
Two or More Races	11		24	6.9	25	42	33	0
Socioeconomically Disadvantaged	11		245	70.6	30	27	33	9
English Learners	11		49	14.1	73	24	2	0
Students with Disabilities	11		42	12.1	64	26	7	0
Students Receiving Migrant Education Services	11		7	2.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	347	334	96.3	68	23	7	1
Male	11		181	52.2	64	28	8	1
Female	11		153	44.1	73	18	7	2
Black or African American	11		10	2.9	--	--	--	--
Asian	11		16	4.6	63	6	13	19
Filipino	11		5	1.4	--	--	--	--
Hispanic or Latino	11		188	54.2	69	24	6	0
Native Hawaiian or Pacific Islander	11		3	0.9	--	--	--	--
White	11		69	19.9	62	23	12	3
Two or More Races	11		24	6.9	83	8	8	0
Socioeconomically Disadvantaged	11		246	70.9	71	20	7	1
English Learners	11		49	14.1	82	16	2	0
Students with Disabilities	11		42	12.1	90	7	0	0
Students Receiving Migrant Education Services	11		7	2.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	44	44	33	53	58	51	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Students at the School	33
Male	33
Female	32
Black or African American	31
American Indian or Alaska Native	--
Asian	34
Filipino	--
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	--
White	44
Two or More Races	45
Socioeconomically Disadvantaged	15
English Learners	1
Students with Disabilities	26
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

Modesto City Schools has a long history of operating successful Career Technical Education (CTE) programs. Traditionally called Vocational Education, today's CTE programs are rigorous and relevant programs that combine academic knowledge with technical skills and application of learning in hands-on, real life contexts to prepare students with viable skills for today's increasingly complex workforce. Modesto City Schools operates over 30 distinct CTE/ROP programs spread across its seven comprehensive high school sites and ancillary facilities. These programs provide workplace preparation to our high school students, including several programs specifically designed to provide training to students with special needs, as well as workforce training for adults in the community. CTE programs reflect the instructional and learning design of Common Core: problem or project-based learning, development of critical thinking and problem-solving skills, teaming/collaboration, and increased awareness of the expectations of business, industry, and the workplace.

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

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	7350
% of pupils completing a CTE program and earning a high school diploma	21
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	92

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	95.33
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	31.12

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	41	33	38	52	42	46	57	56	58
Mathematics	42	40	36	53	46	45	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	47	27	26	49	36	16
All Students at the School	62	22	16	64	29	7
Male	67	20	13	64	28	9
Female	57	24	19	64	31	5
Black or African American	76	18	6	79	21	
Asian	61	22	17	53	18	29
Hispanic or Latino	62	22	15	69	25	6
White	60	22	18	56	40	4
Two or More Races	67	17	17	56	33	11
Socioeconomically Disadvantaged	67	21	12	67	28	6
English Learners	97	3		93	7	
Students with Disabilities	97	3		90	10	

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.00	17.60	39.40

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Davis High has a School Site Council (SSC). This group meets at least five times each year to discuss a variety of issues pertaining to school oversight. The English Learner Parent Partnership (ELPP) plays an important role at Davis High School. 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. ELPP meetings are held approximately four times per year. Davis High School 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 Davis High School. They include: Athletic Boosters FFA/Ag Boosters Music Boosters Public Safety Academy Boosters SPEAR (Spartan Pupil Enrollment and Registration)

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	9.40	7.10	4.40	15.50	10.30	9.10	13.10	11.40	11.50
Graduation Rate	85.96	86.22	87.77	78.21	84.19	84.29	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	82.18	84.2	84.6
Black or African American	70.37	69.03	76
American Indian or Alaska Native		45.45	78.07
Asian	80.95	90.86	92.62
Filipino	100	107.69	96.49
Hispanic or Latino	81.25	83.07	81.28
Native Hawaiian/Pacific Islander	77.78	82.5	83.58
White	94.74	88.1	89.93
Two or More Races	66.67	81.57	82.8
Socioeconomically Disadvantaged	74.55	63.39	61.28
English Learners	28.17	44.77	50.76
Students with Disabilities	78.95	80.77	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	10.98	8.20	4.75	14.80	10.33	6.21	5.07	4.36	3.80
Expulsions	0.49	0.00	0.00	0.33	0.10	0.09	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Grace M. Davis High School Safety Plan is updated each year and shared with staff at the beginning of the school year. Drills are conducted during the course of the school year to practice and evaluate readiness of the 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. If campus access is approved, visitors receive an identification tag, which must be prominently displayed at all times. If checking a student out of school for the day, the individual must present photo identification, and be listed on student's registration and emergency information documents. Administrators supervise students before and after school and make themselves available at all times via two-way radio. They monitor the campus during lunch and make occasional trips to nearby fast food restaurants, along with the campus security officer, to make sure students are not leaving campus. Administrators, campus security officer, and campus supervisors also make frequent trips to the adjacent Davis Park before and after school, as this is an area frequented by large groups of students. Campus supervisors are assigned to zones throughout the campus, which they monitor before school, after school, and during lunch and passing periods. Campus supervisors are also assigned to the bus loading area 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. Like administrators, campus supervisors and the campus security officer are in constant communication with each other, administrators, and the main office via two-way radio. New this year the district added one campus security officer to each site to provide safety to the site.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	No	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17	61	25	19	19	49	29	20	23	38	18	29
Mathematics	19	39	10	27	20	35	11	28	26	21	11	28
Science	18	24	11	13	23	15	5	15	27	10	6	18
Social Science	16	46	19	18	19	36	11	24	24	21	14	23

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	386
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	4.0	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$11,126.22	\$2,835.97	\$8,290.25	\$88,914.32
District	N/A	N/A	\$6,529.95	\$81,720.00
Percent Difference: School Site and District	N/A	N/A	27.0	8.8
State	N/A	N/A	\$5,348.00	\$73,830.00
Percent Difference: School Site and State	N/A	N/A	55.0	20.4

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

Types of Services Funded (Fiscal Year 2014-15)

All students benefit from the district's emphasis on maintaining outstanding libraries. Students living a qualifying distance are provided transportation to and from their school. Special education students, gifted and talented students, and English learners receive the appropriate educational services. Programs are funded through a combination of local, state and federal resources.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,787	\$42,829
Mid-Range Teacher Salary	\$81,720	\$66,470
Highest Teacher Salary	\$97,856	\$81,553
Average Principal Salary (Elementary)	\$106,851	\$99,872
Average Principal Salary (Middle)	\$112,994	\$105,352
Average Principal Salary (High)	\$127,530	\$113,339
Superintendent Salary	\$228,444	\$176,863
Percent of Budget for Teacher Salaries	42.59%	40.49%
Percent of Budget for Administrative Salaries	6.16%	6.05%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	5	N/A
All courses	11	.3

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

13-14:

Close Reading Research and Strategies with Dr. Tim Shanahan – 1 Day
 Data Works Effective Instructional Strategies – 2 Days
 Teaching Common Core to English Learners by DataWORKS for targeted K-6 Schools – 1 Day (optional)
 Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)
 Cruise in to Common Core for K-6 educators – 3 Days (optional)
 DIBELS for K-1 educators – 2 Days
 Effective Classroom Management – 2 Days (optional)
 Lesson Study for Math and Science Educators – 2 Days (optional)
 UC Davis History Project – 2 Days (Social Science)
 Math 180 – 2 Days (Math 180 teachers)

14-15:

Effective Instructional Strategies and Curriculum & Lesson Development – 3 Days
 Common Core Standards Based Instruction for K-6 Educators – 1 Day
 Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)
 Big Idea Workshop Series – Optional after school PD for K-6 Educators
 Lesson Study for Math and Science Educators – 2 Days (optional)
 Positive Behavior Intervention and Support – 2 Days

College and Career Guidance with Naviance for Counselors and Work Experience Coordinators – 1 Day
Effective Classroom Management – 2 Days (optional)
Restorative Justice – 4 Days
Chemical Safety Training – 1 Day
Teaching with Poverty in Mind – ½ Day (optional)
Anita Archer – K-6 Literacy Skills – 2 Days (optional)
Frank Smith – K-12 Academic Vocabulary – ½ Day (optional)
SS 7-12 DBQ / UC Davis History Project 2 days
ELA 7-12 Effective Instructional Practices/ELA/ELD literacy 2 days
7-12 Electives Literacy for content areas
Read 180 training 2 days

15-16:

Leverage Learning – PLC Leadership Teams – 5 Days (leadership teams)
Anita Archer K-8 Writing and Literacy – 3 Days (optional)
Step Up to Writing K-6 – 1 Day (optional)
Number Talks K-6 – 1 Day (optional)
Mindset Works 7-12 – 1 Day
Utah Math 7-8 – 1 Day
Math Vision Project 9-12 – 1 Day; additional optional PD Days through SCOE
NGSS: Modeling in Science/Science and Engineering Practices 7-12 – 2 Days