

# James C. Enochs High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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, 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 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).

#### **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 (School Year 2016-17)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | James C. Enochs High School   |
| <b>Street</b>                     | 3201 Sylvan Ave.  |
| <b>City, State, Zip</b>           | Modesto, CA 95355-7893  |
| <b>Phone Number</b>               | (209) 574-1719  |
| <b>Principal</b>                  | Deborah Rowe  |
| <b>E-mail Address</b>             | rowe.d@monet.k12.ca.us  |
| <b>Web Site</b>                   | <a href="https://enochs.mcs4kids.com/">https://enochs.mcs4kids.com/</a> |
| <b>CDS Code</b>                   | 50 711750110593   |

| <b>District Contact Information</b> |   |
|-------------------------------------|---|
| <b>District Name</b>                | Modesto City Elementary School District |
| <b>Phone Number</b>                 | (209) 574-1500                          |
| <b>Superintendent</b>               | Pam Able                                |
| <b>E-mail Address</b>               | fortuna.b@monet.k12.ca.us               |
| <b>Web Site</b>                     | www.mcs4kids.com                        |

### **School Description and Mission Statement (School Year 2016-17)**

James C. Enochs High School is one of seven comprehensive high school in the Modesto City Schools District. Enochs High School opened in the fall of 2006 with 1,228 ninth and tenth grade students. Since then, Enochs has grown to become a large comprehensive high school with over 2,300 students. Enochs High School provides a broad selection of academic programs and elective course offerings. Co-curricular programs abound, including athletic teams, Associated Student Body leadership opportunities, competitive speech, choral and instrumental music. A full complement of student support services such as: attendance teams, student study teams, psychologist, PBIS team, Enochs Care Center staff, work experience coordinator and a college counselor provide support for students academically, socially, and emotionally.

#### **Mission Statement**

The Mission of Enochs High School is to develop successful students by providing top quality instruction within a safe, responsible, and respectful culture.

#### **Vision Statement**

At James C. Enochs High School, we envision a learning community that challenges and nurtures students by fostering a sense of shared mission and engaging them in a rigorous, relevant, standards-based curriculum.

Our vision demands that we provide innovative instruction by accomplished practitioners whose commitment to learning and student achievement encourages students to become technologically adept, lifelong learners able to think independently and solve complex problems.

Our vision presupposes a community in which academics, athletics, student activities, and the arts contribute to student success. Our vision is rooted in the belief that staff and students alike must embrace the diversity of an increasingly complex world, foster mutual respect, and create a secure environment that supports student success.

The mascot for James C. Enochs High School is the eagle, and the motto is "Altius Volans" which in Latin means "soaring higher." Eagles can fly to altitudes of 10,000 feet, and can soar aloft for hours. The eagle has become the living symbol of freedom, spirit and the pursuit of excellence. Our goal for the students at Enochs High School is that their education and experiences will provide them with the knowledge, skills, and inspiration that will guide them to graduate from high school, pursue higher education, and become productive citizens.

### **Student Enrollment by Grade Level (School Year 2015-16)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 9</b>          | 613                       |
| <b>Grade 10</b>         | 592                       |
| <b>Grade 11</b>         | 601                       |
| <b>Grade 12</b>         | 601                       |
| <b>Total Enrollment</b> | 2,407                     |

### Student Enrollment by Group (School Year 2015-16)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 3.8                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 5.9                         |
| Filipino                            | 3.9                         |
| Hispanic or Latino                  | 39.3                        |
| Native Hawaiian or Pacific Islander | 1                           |
| White                               | 36.9                        |
| Two or More Races                   | 5.7                         |
| Socioeconomically Disadvantaged     | 43.7                        |
| English Learners                    | 2.4                         |
| Students with Disabilities          | 8.8                         |
| Foster Youth                        | 0.2                         |

## 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 |
|--|---------|---------|---------|----------|
|  | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential   | 87.8    | 82      | 82      | 1342     |
| Without Full Credential  | 0       | 0       | 2       | 46       |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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 2015-16)

| Location of Classes              | Percent of Classes In Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 98.3   | 1.7                                     |
| All Schools in District          | 96.5   | 3.6                                     |
| High-Poverty Schools in District | 96.5   | 3.6                                     |
| 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 2016-17)**

**Year and month in which data were collected:** December 2016

| Subject                             | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------------|--|----------------------------------|---|
| <p><b>Reading/Language Arts</b></p> | <p>AP English Language and Composition: American Tradition in Literature, McGraw Hill<br/>                     AP English Literature and Composition: The Bedford Introduction to Literature<br/>                     Expository Reading and Writing Course: The Expository Reading and Writing Course Modules<br/>                     Grades 9-10: Holt, 2003; Holt Handbook: Mastering the California Standards in English-Language Conventions<br/>                     Grades 11-12: Holt, 2003; Holt Handbook: Mastering the California Standards in English-Language Conventions<br/>                     IB Prep English 9: Classics of Literature, Harcourt, Brace, Jovanovich Publishing Co.<br/>                     IB Prep English 10: Classics of World Literature, Harcourt, Brace, Jovanovich Publishing Co.<br/>                     IBHL English 9: The Norton Anthology of American Literature<br/>                     IBHL English 10: The Norton Anthology of English Literature<br/>                     Pre AP GATE English 9-10: Holt Elements of Literature: World Literature, 2006<br/>                     Read 180: Scholastic eBook, Stage C Next Generation; Scholastic Next Generation (paperback and audio) Book Collection; Scholastic Topic Software, Next Generation</p> | <p>Yes</p>                       | <p>0</p>  |

| Subject            | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|--------------------|---|----------------------------------|---|
| <b>Mathematics</b> | <p>AP Calculus AB/BC: Calculus: Graphical, Numerical, Algebraic, 3rd Edition, Prentice Hall, 2007</p> <p>AP Statistics: Stats: Modeling the World, 2nd Edition, Wesley, 2006</p> <p>Finite Math College Entrance Math Prep: Finite Mathematics, An Applied Approach</p> <p>IB Prep Math SL: Mathematics for the International Student, Mathematics SL</p> <p>IB Prep Secondary Math I: Secondary One Mathematics: An Integrated Approach</p> <p>IB Prep Secondary Math II/Secondary Math II: Secondary Two Mathematics: An Integrated Approach</p> <p>IB Prep Secondary Math III/Secondary Math III: Secondary Three Mathematics HONORS: An Integrated Approach</p> <p>IBHL 1 Math: Mathematics for the International Student, Mathematics SL, Haese &amp; Harris ; Calculus: Graphical, Numerical, Algebraic, Prentice Hall</p> <p>IBSL Math Studies: Year I: Mathematics for the International Student, Haese &amp; Harris, 2004; Year II: Mathematical Studies Standard Level, 3rd Edition, IBID Press, 2004</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic</p> <p>Math 180 HS: Math 180 Course II mSpace, Scholastic</p> <p>Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, Prentice Hall, 2007</p> <p>Secondary Math I: Secondary One Mathematics: An Integrated Approach</p> <p>Secondary Math I Support: Georgia Standards of Excellence Foundations of Algebra, 2015; Georgia Standards of Excellence Geometry, 2015</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988</p> | Yes                              | 0   |

| Subject        | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|----------------|---|----------------------------------|---|
| <b>Science</b> | AP Biology/IB/IHL/SL: Biology: Pearson, 2005<br>AP Chemistry: Chemistry, Holt<br>AP Environmental Sci: Living in the Environment, Miller, Thomson, Brooks, Cole<br>AP Physics: College Physics, Serway/Vuille<br>Chemistry/CP Chemistry/Pre-AP Chemistry/Pre-IB, & Chemistry: Chemistry, California Edition, Holt, 2007<br>Earth Science/Int Age Science 1-2: Earth Science, California Edition, Holt<br>Human Anatomy & Physiology: Essentials of Human Anatomy and Physiology, Pearson 2006<br>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<br>Pre-AP/Pre-IB Physics: Physics, A First Course, Hsu, 2005<br>IBSL Chemistry: Oxford IB Diploma Programme 2014 Edition Companion, Bylikan, Horner, Murphy, Tracy<br>Integrated Biotechnology 3: Biotechnology: Science for the New Millenium, EMC Paradigm Publishers, 2006<br>Pre-AP Biology: Biology Concepts and Connections, Pearson, 2006<br>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty, 2007;<br>Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006 | Yes                              | 0   |

| Subject                       | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|---|----------------------------------|---|
| <b>History-Social Science</b> | <p>AP European History: A History of Western Society, AP Edition, 2006</p> <p>AP Govt and Politics US: American Government, AP Version, 2006; Economics: Principles in Action, CA Edition, Prentice Hall, 2007</p> <p>AP Human Geography: The Cultural Landscape: An Intro to Human Geography, Pearson, 2014; IL Encyclopedia of Wld Religions, Usborne Pub, 2001</p> <p>AP Psychology: Exploring Psychology, Worth Publishing</p> <p>AP US History, The American Pageant, AP Edition, Houghton Mifflin, 2006</p> <p>CP US Govt Econ: Magruder's American Government, Prentice Hall, 2007; Economics: Principles in Action, CA Edition, Prentice Hall, 2007</p> <p>CP US History: The Americans: Reconstruction to the 21st Century, McDougal Littell, 2006</p> <p>IB 1-2 Theory of Knowledge: Man is the Measure, Reuben Abel, 1994; Person and Their World, Jeffrey Olen</p> <p>IB Prep History: History of Latin America, Houghton Mifflin, 2003; Enduring Vision, Houghton Mifflin, 2003; Data Base Questions, Houghton Mifflin, 2000; Dynamics of Democracy, Atomic Dog Publishing, 2006</p> <p>IBHL History 1-2: Enduring Vision, Houghton Mifflin, 2003; Data Base Questions, Houghton Mifflin, 2000; History of Latin America, Houghton Mifflin, 2003; Access to History: Civil Rights and Social Movement, Sanders, Hodder Education, 2016</p> <p>IBHL 1-2 Psychology: Approaches to Psychology, W.E. Glassman; Key Studies in Psychology, R. Gross, 1994; Theme, Issues, and Debates in Psychology, R. Gross, 1995</p> <p>Psychology: Understanding Psychology, Glencoe, 2003</p> <p>World History: Man is the Measure, Prentice Hall, 2007</p> <p>World Religion/Geo: IL Encyclopedia of World Religions, Usborne Publishing, 2001; World Studies: Foundations of Geography, Prentice Hall</p> | Yes                              | 0   |

| Subject                 | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------|--|----------------------------------|---|
| <b>Foreign Language</b> | <p>American Sign Language I: A Basic Course in American Sign Language, TJ Publishers</p> <p>American Sign Language II: Signing Naturally Series, Dawn Sign Press</p> <p>AP Spanish Lang: Abriendo Paso Lectura, Pearson, 2007; Abriendo Paso Gramatica, Pearson, 2007; AP Spanish: Preparing for the Language Exam, Prentice Hall, 2008; Una Vez Mas, 2007; Repaso, McGraw Hill, 2007</p> <p>AP Spanish Lang for Spanish Speakers 5: Temas: AP Spanish Lang and Culture, Vista Higher Learning, 2014; AP Spanish Lang &amp; Culture Exam Prep, Vista Higher Learning, 2014; Abriendo Puertas: Ampliando perspectivas, McDougal Littell</p> <p>AP Spanish Lit for Spanish Speakers 6: Abriendo puertas: Ampliando perspectivas, Houghton Mifflin</p> <p>French I, II, III, IV: Discovering French, McDougal Littell, 2007</p> <p>French IBSL: Ensuite, McGraw Hill, 2003; Ensuite: workbook, McGraw Hill, 2003; Reprise (Grammar workbook), McGraw Hill, 2004</p> <p>German I, II, III: Komm mit!, Holt, 2006</p> <p>German IV: German in Review, Holt; Schemata: Lesestrategien</p> <p>IB French 1, 2, 3: Discovering French, McDougal Littell, 2007</p> <p>IB Spanish 1, 2, 3/Pre AP Spanish/Spanish I,II, III, IV: Realidades (California) Interactive Textbook, Prentice Hall, 2008</p> <p>IBHL 1, 2 Spanish: Espanol B: Libro del alumno, Pearson, 2011; Abriendo Paso Gramatica, Prentice Hall</p> <p>Spanish for Spanish Speakers 3, 4, 5: Nuevas Vistas, Holt</p> <p>Spanish for Spanish Speakers 6: Abriendo puertas I and II: McDougal Littell; Manual de gramatica y ortografia, Prentice Hall</p> | Yes                              | 0   |
| <b>Health</b>           | Health, Glencoe, 2005  | Yes                              | 0   |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**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](http://mcs4kids.com).



The Enochs High School campus master plan accommodates 2,500 students. The site incorporates 70 acres and contains 277,000 square feet of building space including three two story academic buildings. Also on the site is a large gymnasium with two locker/shower facilities linked by covered walkways. A library media center, a cafeteria/multi-use facility, and buildings housing agricultural/industrial technology, home economics, and performing arts round out the major site facilities. The spacious center courtyard includes eating areas and an amphitheater. The site includes a full complement of sports venues, including baseball, softball, soccer, football, track, tennis, basketball, and in Fall of 2014 opened the doors to a new pool on site. The campus is well equipped with technology where each classroom has a multimedia presentation system including a computer, LCD projector, DVD player and document camera. In March of 2015 the school was completed with wireless access in all classroom and offices. Students have access to eight computer labs, some of which are mobile carts, with additional computers in the library.

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 52 classrooms, 36 Labs, a cafeteria/multipurpose room, gym, locker rooms, library, bookroom Career Center, reference room, pool, and an administration office. The main campus was built in 2006. The school opened in 2006.

**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 2015-16 school year, the district has budgeted \$1.35 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.26 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 of the most recent FIT report: 09/05/2016         |               |      |      |   |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|  | Good          | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                | X             |      |      |   |
| <b>Interior:</b> Interior Surfaces                               | X             |      |      |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation | X             |      |      |   |
| <b>Electrical:</b> Electrical                                    | X             |      |      |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains           | X             |      |      |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                  | X             |      |      |   |

| School Facility Good Repair Status (Most Recent Year)            |               |      |      |   |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: 09/05/2016         |               |      |      |   |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned       |
|  | Good          | Fair | Poor |   |
| Structural: Structural Damage, Roofs                             | X             |      |      |   |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      | Grounds: Varsity baseball infield needs repairs |
| Overall Facility Rating (Most Recent Year)                       |               |      |      |   |
| Year and month of the most recent FIT report: 09/05/2016         |               |      |      |   |
| 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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject                        | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |         |          |         |         |         |
|--------------------------------|--|---------|----------|---------|---------|---------|
|                                | School   |         | District |         | State   |         |
|                                | 2014-15  | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 69   | 76      | 53       | 57      | 44      | 48      |
| Mathematics                    | 34   | 42      | 22       | 26      | 34      | 36      |

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 Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group             | Grade | Number of Students |        | Percent of Students |                          |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                           |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students              | 11    | 594                | 580    | 97.6                | 76.4                     |
| Male                      | 11    | 277                | 269    | 97.1                | 71.3                     |
| Female                    | 11    | 317                | 311    | 98.1                | 80.9                     |
| Black or African American | 11    | 23                 | 23     | 100.0               | 36.4                     |
| Asian                     | 11    | 33                 | 33     | 100.0               | 97.0                     |
| Filipino                  | 11    | 16                 | 16     | 100.0               | 100.0                    |
| Hispanic or Latino        | 11    | 213                | 209    | 98.1                | 74.9                     |

| Student Group                   | Grade | Number of Students |        | Percent of Students |                          |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                 |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| White                           | 11    | 235                | 228    | 97.0                | 76.8                     |
| Two or More Races               | 11    | 41                 | 40     | 97.6                | 80.0                     |
| Socioeconomically Disadvantaged | 11    | 235                | 229    | 97.5                | 67.8                     |
| Students with Disabilities      | 11    | 49                 | 44     | 89.8                | 18.2                     |

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group                   | Grade | Number of Students |        | Percent of Students |                          |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                 |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students                    | 11    | 593                | 574    | 96.8                | 42.2                     |
| Male                            | 11    | 276                | 267    | 96.7                | 43.1                     |
| Female                          | 11    | 317                | 307    | 96.8                | 41.4                     |
| Black or African American       | 11    | 23                 | 23     | 100.0               | 8.7                      |
| Asian                           | 11    | 33                 | 33     | 100.0               | 84.8                     |
| Filipino                        | 11    | 16                 | 16     | 100.0               | 87.5                     |
| Hispanic or Latino              | 11    | 213                | 207    | 97.2                | 32.4                     |
| White                           | 11    | 234                | 225    | 96.2                | 43.6                     |
| Two or More Races               | 11    | 41                 | 40     | 97.6                | 55.0                     |
| Socioeconomically Disadvantaged | 11    | 234                | 225    | 96.2                | 28.4                     |
| Students with Disabilities      | 11    | 49                 | 44     | 89.8                | 4.5                      |

Note: 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 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.

Note: 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 Test Results in Science for All Students

| Subject                              | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                                      | School  |         |         | District |         |         | State   |         |         |
|                                      | 2013-14   | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Science (grades 5, 8, and 10)</b> | 76  | 69      | 71      | 58       | 51      | 49      | 60      | 56      | 54      |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group                          | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|--|------------------|---------------------------------|---------------------------------|--------------------------------------|
| <b>All Students</b>                    | 585              | 562                             | 96.1                            | 70.6                                 |
| <b>Male</b>                            | 277              | 265                             | 95.7                            | 74.7                                 |
| <b>Female</b>                          | 308              | 297                             | 96.4                            | 67.0                                 |
| <b>Black or African American</b>       | 23               | 23                              | 100.0                           | 60.9                                 |
| <b>Asian</b>                           | 36               | 35                              | 97.2                            | 74.3                                 |
| <b>Filipino</b>                        | 23               | 23                              | 100.0                           | 91.3                                 |
| <b>Hispanic or Latino</b>              | 250              | 242                             | 96.8                            | 62.0                                 |
| <b>White</b>                           | 207              | 197                             | 95.2                            | 79.2                                 |
| <b>Two or More Races</b>               | 28               | 25                              | 89.3                            | 76.0                                 |
| <b>Socioeconomically Disadvantaged</b> | 271              | 261                             | 96.3                            | 65.5                                 |
| <b>English Learners</b>                | 19               | 18                              | 94.7                            | 22.2                                 |
| <b>Students with Disabilities</b>      | 59               | 52                              | 88.1                            | 61.5                                 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

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 2015-16)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 7647                      |
| % of pupils completing a CTE program and earning a high school diploma                                   | 9                         |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 98                        |

### Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission          | 98.06   |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 48.2    |

### 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 physical education.

### California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 21.7  | 29.4                  | 24.9                 |

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 (School Year 2016-17)

Enochs High school offers several ways to become involved. A parent can come to Coffee with the Counselors, participate in volunteer opportunities which are advertised in the SOAR packet as well as online, and parent organizations such as Band Boosters, Eagles Foundation, Sports Boosters and Grad Bash are available for parent involvement. Counselors are also available to make appointments with as are staff members should they have a concern. The school offers the back to school night, open house, teacher conferences and email address and phone numbers for ease of contacting teachers if needed. Additionally, meeting for parents on how to use Power school, or fill out the FAFSA. Parents request to meet individually or as a group with teachers, counselors, or administrators to discuss components of their child's education. There are scheduled English Learner Parent meetings that cover various topics to communicate and also gives an opportunity for topics that the parents would like cover to be addressed at that or the next ELP meeting. Additionally, there is a TCII translator for the Spanish speaking parents for phone calls, parent meetings, and translating written communications.

### 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   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2012-13 | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate    | 2.30    | 3.00    | 2.60    | 10.30    | 9.10    | 7.40    | 11.40   | 11.50   | 10.70   |
| Graduation Rate | 96.62   | 94.97   | 92.52   | 84.19    | 84.29   | 87.01   | 80.44   | 80.95   | 82.27   |

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

| Group                            | Graduating Class of 2015 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 94                       | 88       | 86    |
| Black or African American        | 92                       | 82       | 78    |
| American Indian or Alaska Native | 0                        | 90       | 78    |
| Asian                            | 97                       | 91       | 93    |
| Filipino                         | 100                      | 94       | 93    |
| Hispanic or Latino               | 95                       | 87       | 83    |
| Native Hawaiian/Pacific Islander | 75                       | 100      | 85    |
| White                            | 94                       | 90       | 91    |
| Two or More Races                | 100                      | 91       | 89    |
| Socioeconomically Disadvantaged  | 79                       | 72       | 66    |
| English Learners                 | 38                       | 47       | 54    |
| Students with Disabilities       | 91                       | 86       | 78    |

**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   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 7.3     | 4.1     | 2.3     | 10.3     | 6.2     | 5.9     | 4.4     | 3.8     | 3.7     |
| Expulsions  | 0.0     | 0.0     | 0.0     | 0.1      | 0.1     | 0.0     | 0.1     | 0.1     | 0.1     |

**School Safety Plan (School Year 2016-17)**

The Enochs High School Safety Plan is a comprehensive document the purpose of which is to outline protocols, plans, and procedures in place to ensure the maintenance of a safe and harmonious school environment. The plan is updated annually, reviewed with the Site Safety Committee and submitted to Modesto City Schools for review. One important component of the plan is routine drills to refine procedures and ensure readiness on the part of staff and students.

Our Site Safety Plan identifies a number of events for which we hold practice drills. They are:

1. Fire
2. Emergency lockdown
3. Emergency school wide evacuation

In the event that such an emergency occurs, the Principal or designee implements emergency protocols.

## 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.

### Federal Intervention Program (School Year 2016-17)

| Indicator   | School | District  |
|---|--------|-----------|
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2004-2005 |
| Year in Program Improvement*                        |        | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A    | 5         |
| Percent of Schools Currently in Program Improvement | N/A    | 83.3      |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2013-14         |                      |       |     | 2014-15         |                      |       |     | 2015-16         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | 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        | 23              | 46                   | 16    | 52  | 24              | 41                   | 18    | 48  | 30              | 70                   | 22    | 46  |
| Mathematics    | 23              | 41                   | 18    | 48  | 26              | 28                   | 15    | 49  | 28              | 54                   | 18    | 43  |
| Science        | 28              | 15                   | 10    | 37  | 28              | 12                   | 16    | 33  | 30              | 22                   | 10    | 37  |
| Social Science | 23              | 38                   | 12    | 49  | 24              | 32                   | 25    | 40  | 32              | 39                   | 14    | 50  |

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 2015-16)

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 4.8                              | 501   |
| 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   | 1.2                              | N/A   |
| Speech/Language/Hearing Specialist                  | 0.4                              | N/A   |
| Resource Specialist                                 | 5.0                              | 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 2014-15)**

| Level  | Expenditures Per Pupil |                             |                        | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
|  | Total                  | Supplemental/<br>Restricted | Basic/<br>Unrestricted |                        |
| School Site                                  | \$10,118.60            | \$2,703.07                  | \$7,415.53             | \$94,590.10            |
| District                                     | N/A                    | N/A                         | \$7,423.86             | \$82,285.00            |
| Percent Difference: School Site and District | N/A                    | N/A                         | -0.1                   | 15.0                   |
| State  | N/A                    | N/A                         | \$5,677                | \$75,687.00            |
| Percent Difference: School Site and State    | N/A                    | N/A                         | 30.6                   | 25.0                   |

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

**Types of Services Funded (Fiscal Year 2015-16)**

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 the 2015-16 LCAP can be found here: [https://www.mcs4kids.com/documents/BoardApprovedLCAP\\_withMETRICS.pdf](https://www.mcs4kids.com/documents/BoardApprovedLCAP_withMETRICS.pdf). The most recent LCAP can be found here: <https://www.mcs4kids.com/img/files/2016-2017%20Board%20Approved%20LCAP%20Plan.pdf>. 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. Actions focused on improving achievement for specific student groups can be found here: <https://www.mcs4kids.com/img/files/Actions%20003.pdf>.

**Advanced Placement (AP) Courses (School Year 2015-16)**

| 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         | 1                             | N/A                               |
| Mathematics              | 3                             | N/A                               |
| Science                  | 3                             | N/A                               |
| Social Science           | 5                             | N/A                               |
| All courses              | 14                            | 21%                               |

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

Professional Development opportunities are designed to assist educators with effective educational practices designed to increase student outcomes. Opportunities are varied and include guest speaker presentations, conferences, after school workshops or training, collaboration, individual mentoring, etc. Professional Development is often specific to accommodate various grade levels and/or content areas.

**2014-15:**

Leverage Learning – PLC Leadership Teams  
 DuFour PLC Teams  
 Teaching with Poverty in Mind  
 Instructional Technology  
 Anita Archer – K-6 Literacy Skills  
 Frank Smith – K-12 Academic Vocabulary  
 Read 180 training  
 ERWC  
 Tandem Teaching K-1  
 Engage New York 1-6  
 Math Visions Project – CCSS Instruction 9-12

Math 180 Training  
 Positive Behavior Intervention and Support (PBIS)  
 Effective Classroom Management  
 Restorative Practices  
 DIBELS for New Teachers K-1  
 Next Generation Science Standards PD for 7-12 Educators  
 Chemical Safety Training  
 DBQ / UC Davis History Project 7-12 Social Science  
 Effective Instructional Strategies and Curriculum & Lesson Development  
 Common Core Standards Based Instruction for K-6 Educators



Big Idea Workshop Series – after school PD for K-6 Educators  
Lesson Study for Math and Science Educators

College and Career Guidance with Naviance for Counselors and  
Work Experience Coordinators  
ELA 7-12 Effective Instructional Practices/ELA/ELD literacy

**2015-16:**

Leverage Learning – PLC Leadership Teams  
DuFour PLC Teams  
Horacio Sanchez - Creating a Climate for Closing the  
Achievement Gap  
Instructional Technology  
Instructional Rounds/Walkthroughs  
Anita Archer K-12 Writing and Literacy  
READ 180  
ERWC  
ELA 7-12 Effective Instructional Practices/ELA/ELD literacy  
Step Up to Writing 3-6  
Tandem Teaching K-1  
Number Talks K-6  
Fractions 3-5

Math Solutions  
Mindset Works 7-12  
Utah Math 7-8  
Math Vision Project (MVP) Curriculum 9-12  
Math 180  
Positive Behavior Intervention and Support (PBIS)  
Effective Classroom Management  
Restorative Practices  
SST Training  
DIBELS for New Educators K-1  
NGSS: Modeling in Science/Science and Engineering Practices  
7-12  
Document Based Questioning (DBQ) for Social Sciences 9-12  
UC Davis History Project

**2016-17:**

Leverage Learning – PLC Leadership Teams  
DuFour PLC Teams  
Anita Archer K-12 Writing and Literacy  
Steve Ventura – Visible Learning K-12  
Alan November – Future Ready Tech Training 7-12  
Horacio Sanchez Culture TK – 12  
Instructional Technology  
Instructional Rounds/Walkthroughs  
ELA Pilot Training K-6 and 9-12  
Anita Archer K-12 Writing and Literacy  
Literacy Strategies 7-12  
Step Up to Writing K-2  
Lessoneer Digital Curriculum 7-12

Fractions 3-5  
Positive Behavior Intervention and Support (PBIS)  
Effective Classroom Management  
Restorative Practices  
DIBELS for New Educators K-1  
DIBELS Grade 2  
Math Vision Project (MVP) Curriculum 9-12  
Math Lesson Design 7-8  
NGSS Science Implementation 7-8  
NGSS Science Equipment & Technology 9-12  
CTE Career Training 9-12  
Document Based Questioning (DBQ) for Social Sciences 9-12