

**Burbank Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Burbank Elementary School
Street	1135 Paradise Road
City, State, Zip	Modesto, CA 95351-2999
Phone Number	(209) 574-1962
Principal	Kristen Panou
Email Address	panou.k@monet.k12.ca.us
Website	<a href="https://burbank.mcs4kids.com/">https://burbank.mcs4kids.com/</a>
County-District-School (CDS) Code	50711676052641

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Modesto City School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	fortuna.b@monet.k12.ca.us
Website	<a href="http://www.mcs4kids.com">www.mcs4kids.com</a>

### School Description and Mission Statement (School Year 2020-2021)

At Burbank everyone will grow in a safe and supportive environment, while developing a life long desire to learn. In order to achieve our mission Burbank Elementary will align with Modesto City Schools' strategic goals and utilize Communication, Collaboration, and Celebration as a road map to our destination.

**COMMUNICATE:** Information regarding the Common Core State Standards is presented to all stakeholders. Presentations to parents occur during School Site Council, English Learner Advisory Committee, Parent Involvement and Engagement, Parent Cafe and Parent Nights. Teachers gain information through District and site trainings. Academic and behavioral expectations are established school-wide and communicated through parent conferences, site level meetings, and school publications. Burbank Elementary is committed to increasing the level of communication with all parents, students and staff.

**COLLABORATE:** Teachers meet on Collaboration Days to analyze and create plans of action to increase the level of student achievement. Our instructional staff works diligently to prepare our students for the Common Core State Standards and assessments by designing and delivering instruction that is both rigorous and relevant.

Burbank is committed to highlighting effective instructional practices and acquiring the resources necessary to achieve our goals. Parents are actively sought as partners in our school improvement endeavors. Volunteering is encouraged both at the classroom level as well as school-wide through committees and special projects.

Parent Cafe meetings are designed to provide parents with information and learning opportunities that will assist them in working with their students at home. Site administration works with students, teachers, and parents at the school level as well as with district leadership to strengthen partnerships and build better understanding of our goal to raise the level of student achievement at Burbank Elementary.

**CELEBRATE:** Through our efforts to communicate and collaborate, we are committed to celebrating the accomplishments of our school community. Student recognition programs for attendance, academic, and character achievements are implemented. Students are recognized for their accomplishments via school-wide messages, newsletters, and the district/school website. We will know that we as a school community of staff, parents and students have achieved our vision when all students who pass through our hallways leave Burbank as successful, academically and socially capable, self-reliant problem-solvers who are being prepared to be College and Career ready.

**Burbank School Description:**

Burbank School was built in 1939.

Located in the southwest section of Modesto, CA.

Our enrollment is 552 students in the Transitional Kindergarten through 6th grade.

Wonders, Language Arts program

SWUN Math program

45% English Learners

School-wide PBIS program BARK PROUD and Restorative Practices are utilized as well as Life Skills on the MCS Report Cards.

ASES Program (After School Program)

Head Start and State Preschool Program

**Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	116
<b>Grade 1</b>	87
<b>Grade 2</b>	68
<b>Grade 3</b>	76
<b>Grade 4</b>	87
<b>Grade 5</b>	77
<b>Grade 6</b>	91
<b>Total Enrollment</b>	602

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.7
Asian	7
Filipino	0.2
Hispanic or Latino	80.6
White	5.5
Two or More Races	2
Socioeconomically Disadvantaged	93.7
English Learners	51.7
Students with Disabilities	12.3
Foster Youth	1.2
Homeless	2

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	28	28	26	1431
Without Full Credential	2	0	1	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** September 2020

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>.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

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

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

Based on the latest Williams Act Facility Inspection (8-10-2020) evaluation it was noted that no significant deficiencies were found that could be categorized as an "emergency or urgent threat to the health and safety of the pupils or staff." Burbank received an overall facilities rating of "exemplary." Site staff is working in conjunction with district personnel to address areas that are in need of repair.

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 building, a library, a family learning center and an administration office. The main campus was built in 1943 and opened in 1943.

### 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.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 08/10/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	19	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	15	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	4	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

Opportunities for Parental Involvement Contacts:

Kristen Panou, Principal

Araceli Garcia, Administrative Assistant Contact Phone Number: (209) 574-1962 Parent Involvement Plan

Burbank Elementary School’s plan to increase parent involvement: COMMUNICATE

Communication between home and school is regular, two-way, and meaningful.

A Parent-School-Student Compact is provided annually. This compact describes the school’s responsibility to provide high-quality curriculum and instruction and an effective learning environment, the student’s responsibility to learning as well as how parents are responsible for supporting their child’s learning by monitoring attendance, homework completion, volunteering and participating in school activities.

Monthly newsletters are provided to inform parents of upcoming events and important information (also updated on our webpage).

Parents are invited to an annual Title 1 Parent Meeting where parent rights, parent involvement opportunities, Title I Programs, student performance data analysis, parent/staff/student compacts, and Title I requirements are explained.

Burbank hosts a Back-to-School Night at the beginning of the school year as an opportunity for parents to meet their child's teacher and receive information about classroom routines, expectations, and grade level curriculum.

Parents are encouraged to become involved in Burbank School PTA.

Parents are welcome to participate at school and are actively pursued for volunteering.

Parents are encouraged to participate in committees such as School Site Council, English Learners Advisory Committee, Parent Involvement and Engagement, School Safety Committee and Parent Cafe's. Agendas are published in advance for these meetings and all parents are encouraged to attend even if they are not a committee member. Meetings are publicized through flyers, the monthly newsletter, and via the school website.

Parents are given the opportunity to nominate and elect fellow parents to various leadership roles that provide oversight for the school such as School Site Council, District Parent Involvement and Engagement, English Learner Advisory Committee and School Safety Committee.

Teachers conference with parents in person, via telephone/TEAMS meetings online, or written notes and help parents with strategies for supporting schoolwork and homework.

Parents are provided progress reports mid-way through each trimester and report cards at the end of each trimester. These detail their child's academic progress for the school year.

Parents are able to communicate with their child's teacher for clarification on issues pertaining to their child.

Students in 4th, 5th, and 6th grades are provided daily academic planners to assist in home/school communication regarding assignments and upcoming projects.

Parents are given access to PowerSchool to monitor attendance and grades via the district's website.

School newsletters and other important school information are posted on webpage in English and Spanish.

Parents receive automated phone messages (School Messenger) reminding them of important upcoming events, minimum days, important deadlines or school safety concerns, etc.

Parental Involvement Plan and Single School Plan for Student Achievement is located in the front office so that it is accessible to parents.

## COLLABORATE

Parents play an integral role in assisting student learning. Student achievement will increase through effective collaboration between the home and school.

Parent support and assistance is needed and welcomed.

The school partners with parent and community organizations, such as local businesses and the Center for Human Services, Sierra Vista, Stanislaus Community Foundation, StanREADS!, and the Stanislaus County Library, to assist in achieving our school goals.

Parenting skills are promoted and supported.

Parenting workshops are provided to help educate parents on child-rearing strategies and social development awareness.

ELAC (English Learner Advisory Committee) meetings are held at least 5 times throughout the year. These meeting are an opportunity for parents of English Learners to analyze site data, learn about various programs available for English Learners as well as provide input on the quality and effectiveness of those programs.

SSC (School Site Council) meetings are held at least 5 times throughout the year. These meetings review the Single School Plan for Student Achievement. The council helps monitor and evaluate the effectiveness of the programs and helps determine the funding for various activities that promote student achievement.

PI&E (Parent Involvement and Engagement) meeting is held to review Compact and Policy each year.

Parents are encouraged to participate in the district level committees such as the District Parent Involvement and Engagement and English Learner Parent Participation committees.

**CELEBRATE**

It is imperative to take time to celebrate our achievements throughout the school year. Parents need to be included in the celebration activities as they play an integral role in their child’s success.

Parents are invited to attend awards ceremonies or view virtual Assemblies.

Parents are invited to the annual Open House Night in the spring to view completed projects and student work.

Parents are informed of academic achievements such as Spelling Bee winners, PBIS and perfect attendance, etc. via the school newsletter.

**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**

**(data collected between July through June, each full school year respectively)**

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	2.3	0.9	3.6	2.8	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.02	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

The Burbank School Safety Committee annually reviews and updates the Burbank Elementary School Safety Plan. The safety plan is comprehensive in scope. The plan outlines and describes the steps that students and staff will follow to effectively respond to a variety of emergency situations. The School Safety Committee met in November of 2020 before the reopening of our school site. The next official meeting to approve the Safety Plan will be held in January of 2021. The committee, consisting of site personnel and parents, meets three times a year. The committee provides input into the revision process by utilizing input from parents, students and staff. This plan includes information regarding the school's physical, social and cultural environment. Playground Supervision and Student Conduct expectations are outlined. School Crisis/Emergency Procedures including Fire, Lock Down, School Evacuation, and Earthquake guidelines are clearly delineated. A Pedestrian Safety Plan, Attendance Plan and Site Dress Code are also included in the comprehensive safety plan. Site staff receives training on the safety protocol and parents are informed of pertinent procedures via the student conduct code and site newsletters.

## 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.

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

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	21	2	4		21	2	4	5	23			
1	23		4		18	4			22		4	
2	24		4		21	2	2		23	3		
3	21	1	3		23		4		19	4		
4	23	1	4		32		3		22	1	3	
5	33		2	1	33			3	26		3	
6	31		3	1	30		3	2	30		3	
Other**	24		1						13	3		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

## Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.3

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,235.12	3,868.71	9,366.41	109,581.84
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-3.5	16.3
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-22.0	27.9

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

### Types of Services Funded (Fiscal Year 2019-2020)

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/district/lcff-and-icap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcff-and-icap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive 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, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, 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. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.