

**Burbank Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2016-17 School Year**  
**Published During 2017-18**

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 2017-18)**

School Contact Information	
School Name	Burbank Elementary School
Street	1135 Paradise Road
City, State, Zip	Modesto, CA 95351-2999
Phone Number	(209) 574-1962
Principal	James Mendonca
E-mail Address	mendonca.j@monet.k12.ca.us
Web Site	<a href="https://burbank.mcs4kids.com/">https://burbank.mcs4kids.com/</a>
CDS Code	50711676052641

<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 2017-18)**

The Burbank Elementary Family will provide a learner-centered education in a cheerful, pleasant atmosphere. All students will develop academically, physically, socially and emotionally, fostering a life-long desire to learn. In order to achieve our mission Burbank Elementary utilizes the Modesto City Schools District Vision of Communication, Collaboration, and Celebration.

**COMMUNICATE:** Information regarding the Common Core State Standards is presented to all stakeholders. Presentations to parents occur during Site Council, English Language Parent Participation, Parent Involvement and Engagement, and Second Cup parent meetings. 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 Minimum 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. Second Cup of Coffee 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 690 students in the Transitional Kindergarten through 6th grade.
- Wonders, Language Arts program
- Early Learning Math program (K) and Engage NY (1st-6th)
- 56% English Learners
- School-wide PeaceBuilders program and Restorative Justice Campus
- 1 Instructional Coach assists at-risk students
- 1 District Instructional Facilitator (DIF) supports teachers

- ASES Program (After School Program)
- Head Start and State Preschool Program

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	133
Grade 1	90
Grade 2	96
Grade 3	111
Grade 4	95
Grade 5	92
Grade 6	93
<b>Total Enrollment</b>	<b>710</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	5.6
Filipino	0.3
Hispanic or Latino	80.3
Native Hawaiian or Pacific Islander	0.1
White	6.2
Two or More Races	2.4
Socioeconomically Disadvantaged	96.8
English Learners	53.7
Students with Disabilities	13
Foster Youth	0.8

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	34	39	858
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	World of Wonders, Early Learning Math – ELM, Engage NY, 2017	Yes	0
Science	McGraw-Hill Science, 2008	Yes	0
History-Social Science	Houghton Mifflin Harcourt, 2007	Yes	0

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

#### School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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](http://mcs4kids.com).

Based on the latest Williams Act Facility Inspection (9-7-2017) 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 “good.” 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 36 classrooms, a cafeteria building, a library, a family learning center and an administration office. The main campus was built in 1943. Additions were constructed in 1948, 1955, and 2017. Sixteen portable classrooms were constructed over the periods of 1965, 1987, 1988,1998, and 2017. A project is currently underway to replace the Cafeteria and Staff Lounge, completion is anticipated in 2018.

**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 2016-17 school year, the district budgeted \$0.69 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.28 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)**

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 overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month of the most recent FIT report: 11/21/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/21/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		Café building needs replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
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 of the most recent FIT report: 11/21/17				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	19	22	27	28	48	48
Mathematics (grades 3-8 and 11)	9	17	17	19	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	392	98.49	21.68
Male	214	210	98.13	21.43
Female	184	182	98.91	21.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	41.18
Filipino	--	--	--	--
Hispanic or Latino	324	319	98.46	20.38
White	25	24	96	29.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	379	374	98.68	21.12
English Learners	264	261	98.86	20.31
Students with Disabilities	69	67	97.1	8.96
Students Receiving Migrant Education Services	15	15	100	20
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	397	394	99.24	17.01
Male	214	213	99.53	18.78
Female	183	181	98.91	14.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	23.53
Filipino	--	--	--	--
Hispanic or Latino	323	321	99.38	17.13
White	25	24	96	20.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	378	375	99.21	16
English Learners	264	263	99.62	17.11
Students with Disabilities	68	67	98.53	5.97

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	15	15	100	26.67
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	53	35	45	41	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.3	24.5	13.8

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 State priority: Parental Involvement (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 2017-18)

Opportunities for Parental Involvement (School Year 2017-18)

Contacts:

James Mendonça, Principal or

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 sent home to inform parents of upcoming events and important information.
- 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 Parent Participation, Parent Involvement and Engagement, and the School Safety Committee. Meeting 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 and the monthly newsletter.
- Parents are given the opportunity to nominate and elect fellow parents to various leadership roles that provide oversight for the school such as SSC, District Parent Involvement and Engagement, English Learner Parent Participation, and School Safety Committee.
- Teachers conference with parents in person, via telephone, 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 sent home 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.
- ELPP (English Learner Parent Participation) meetings are held at least 5 times throughout the year. These meetings 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.
- Parents are encouraged to participate in the district level committees such as the District Parent Involvement and Engagement and English Learner Parent Participation committees.
- The Burbank School Library is open until 4pm Mondays, Tuesdays, and Wednesdays to Burbank parents who wish to come in with their students to look at books and/or check out books to take home.

## 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 grade level and classroom awards ceremonies.
- Parents are invited to attend schoolwide assemblies to recognize students.
- 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, essay contest winners, 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	3.0	2.5	3.7	4.6	3.9	3.7	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

School Safety Plan (School Year 2017-18)

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 formally approved the updated version on 10/12/2017. 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2001-2002	2004-2005
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	19
<b>Percent of Schools Currently in Program Improvement</b>	N/A	79.2

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		6		22	2	4		22	2	4	
1	24		5		23		4		23		4	
2	24		4		23		5		24		4	
3	24		4		23		4		22		5	
4	32		2	1	30		3		32		2	1
5	33		1	2	30		3		31		3	
6	28	1		3	29	1		3	31		3	

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	2.5	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,600.28	\$2,916.72	\$7,683.57	\$96,125.62
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	-12.0	10.4
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	15.6	21.7

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

### Types of Services Funded (Fiscal Year 2016-17)

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 2016-17 LCAP can be found here: <https://www.mcs4kids.com/img/files/2016-2017%20Board%20Approved%20LCAP%20Plan.pdf>. The most recent LCAP can be found here: <https://www.mcs4kids.com/documents/lcff/2017-2018/2017-2018%20LCAP%20Board%20Approved%206-19-17.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.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,836	\$47,808
Mid-Range Teacher Salary	\$87,050	\$73,555
Highest Teacher Salary	\$105,363	\$95,850
Average Principal Salary (Elementary)	\$116,003	\$120,448
Average Principal Salary (Middle)	\$122,575	\$125,592
Average Principal Salary (High)	\$138,584	\$138,175
Superintendent Salary	\$250,766	\$264,457
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

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

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

16-17:

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)

17-18

Professional Learning Community Conference  
 Leverage Learning – PLC Leadership Teams  
 Restorative Practices  
 Luis Cruz – Transforming School Culture  
 AVID summer institute  
 Positive Behavior Intervention and Support (PBIS)  
 Restorative Practices  
 Math Lesson Design and Assessments 7-8  
 NGSS Science Implementation 7-8  
 Math Vision Project (MVP) Curriculum 9-12  
 NGSS Science Implementation 9-12  
 Math Vision Project (MVP) Lesson planning and Instructional practices 9-12  
 Science Safety Training.  
 Anita Archer – Effective Instructional Practices  
 College and Career Four-Year Planning  
 Kate Kinsella – Essential Instructional Routines / Designated & Integrated ELD  
 Designated ELD Instruction within Wonders Curriculum  
 Technology  
 JW Pepper  
 Best Practices and Overview of Dyslexia  
 Effective Instruction for Severe Programs  
 Direct Instruction in Moderate-Severe Programs

Effective Assessment Practices and Reporting  
Identifying Assessment Tools  
Curriculum Implementation Support  
One-one Procedures and Guidelines  
Standards Progression – Math I, II, III, Pre-Calculus  
Academic Discourse and Language Acquisition, Collaborative Conversations  
Math 180 Data Analysis  
Suicide Prevention  
2016 History Social Science Framework: An introduction to Content Shifts, Instructional Shifts, Access, and Equity  
Strategies for Formative Feedback in a Digital Classroom  
Schoolology  
CAG conference for GATE teachers  
ISTE conference for CLT teachers  
DBQ training for GATE  
Recorders for prep providers  
Read 180 Implementation  
Read 180 Follow-up  
AVID Excel Tutor Training  
AVID "10-2-2" Instructional Strategy  
AVID Focused Note-Taking  
Study Sync Curriculum Trainings  
AVID "WICORizing" a Lesson training  
AVID Excel Video Professional Learning Sessions  
EL Shadow Training  
ELPAC Training  
Gr TK-6 ELA Wonders Curriculum  
Gr K-2 Reading Mastery  
Gr 3-6 Corrective Reading  
Gr 6 Number Talks  
Gr 3-5 Fractions  
Gr 3-5 Genre Writing