

Franklin Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Franklin Elementary School
Street	120 South Emerald Avenue
City, State, Zip	Modesto, CA 95351-1197
Phone Number	(209) 574-8112
Principal	Scott Genzmer
Email Address	genzmer.s@monet.k12.ca.us
Website	https://franklin.mcs4kids.com/
County-District-School (CDS) Code	50711676052690

Entity	Contact Information
District Name	Modesto City Elementary School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	fortuna.b@monet.k12.ca.us
Website	www.mcs4kids.com

School Description and Mission Statement (School Year 2019-20)

School Mission Statement: The aim of Franklin Elementary School is to teach all students:

- To read with understanding and enjoyment; to communicate effectively in writing.
- To apply listening and speaking skills in a variety of contexts;
- To master the English language and application of mathematics;
- To understand the fundamental concepts, terms, and processes of science;
- To value democratic ideals;
- To help all students develop character traits, appropriate behavior, self-discipline, decision-making abilities, and respect for other cultures;
- To appreciate art, drama, dance, and music; and
- To understand the value of physical fitness and wellness while developing essential academic skills.

The aim of staff development at Franklin Elementary is to increase the skills and knowledge needed to implement effective teaching strategies in a safe, supportive, and nurturing environment.

School Vision Statement: All Franklin students can, and will, learn at high levels in a safe, supportive, and nurturing environment.

School Description: Franklin Elementary School is an urban, public school located in west Modesto, California, approximately one mile from the District's central office, which was the original location of Franklin Elementary School. Our enrollment is 792 students in Transitional Kindergarten through sixth grade. Additionally, we have 84 Head Start and State Preschool children on our campus, for a school wide enrollment of 876 students.

Our campus is diverse and comprised of approximately 74% Hispanic or Latino, 6% Asian, 6% White, and 6% African American. 53% of our students are second language learners, 11% of our students have a diagnosed learning disability, and 98% are socioeconomically disadvantaged. Franklin Elementary has 55 certificated staff members and 40 classified staff.

Franklin is a generational school where the veteran faculty are now proudly teaching the children of former Franklin students. Many of the teachers have advanced graduate degrees and certificates (i.e. Masters, Doctorate) and our support staff members are passionate about meeting the academic, behavioral, and social-emotional needs of our students. Additionally, our dedicated Resource Specialists, Instructional Paraprofessionals, District Improvement Facilitator, itinerant professionals (School Psychologist, Speech Therapist, Library Assistant, Mental Health Clinicians, Student Assistant Specialist, Family Support Specialist, Healthy Start Coordinator, Nurse, Health Clerks, Prep Providers, Computer Literacy, and Music teachers), and three site administrators work together with families and the community in a collaborative partnership to build a positive school community and strengthen student achievement.

Our large campus houses 31 Transitional Kindergarten through sixth grade classrooms, one Head Start class, three Preschool classes, a library, a resource classroom, two intervention centers, and two computer labs. Our emphasis on literacy is reinforced by two Instructional Coaches, three MTSS Intervention Instructional Paraprofessionals, two Title I Instructional Paraprofessionals, and a District Improvement Facilitator who work closely with classroom teachers in using research-based programs to support struggling readers in grades K-6. Teachers provide targeted intervention during the school day, as well as after school tutoring in the RISE program (Rigorous Intervention for Students Excellence) to promote proficiency in reading comprehension and fluency. The After School Education and Safety (ASES) Program provides homework support, enrichment opportunities, performing arts, and sports activities for approximately 270 students. Our Healthy Start Program offers parenting, nutrition, and empowerment classes and connects families to a variety of community services. Our collaborative network of business and community partnerships enables Franklin students to receive mentoring and additional literacy support. Collectively we endeavor to: (1) provide each student with a relevant educational experience that addresses real-world problems; (2) cultivate life-long learners; and (3) develop a respectful and responsible citizenry.

The instructional program at Franklin is built upon an infrastructure of Response to Intervention (RTI). We believe that all students can, and will, learn at high levels in a safe, supportive, and nurturing environment. In Tier I, students are taught through high-quality and research-based instruction in all areas, but focusing particularly on English Language Arts curriculum and standards. In Tier 2, every student is strategically placed into intervention reading groups, using data, and are given differentiated small-group instruction based on their reading levels. This allows all students to receive the instruction they need to continue to grow in the ELA standards. Students needing additional support receive Tier 3 interventions from a Resource Specialist or Instructional Paraprofessional. The focus on Tier 3 is for those who have not responded to all other interventions.

Franklin embraces the Peace Builder philosophy, which includes several tiers of support, including Restorative Practices. Teachers use the district-adopted materials in English Language Arts, Mathematics, Science, and Social Studies. The school also has two computer labs, which are used to teach students keyboarding, word processing, and presentation skills. In addition, the school has two reading intervention centers, which are used to provide students with reading intervention support throughout the day.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	119
Grade 1	103
Grade 2	120
Grade 3	121
Grade 4	101
Grade 5	129
Grade 6	122
Total Enrollment	815

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.2
Asian	5.5
Filipino	0.1
Hispanic or Latino	74.2
Native Hawaiian or Pacific Islander	0.7
White	6.1
Two or More Races	2.6
Socioeconomically Disadvantaged	98.3
English Learners	45.3
Students with Disabilities	9.3
Foster Youth	1.5
Homeless	1.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	46	39	37	1433
Without Full Credential	0	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

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	Early Learning Math – ELM, Engage NY, 2017	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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

Age of School/Buildings:

This school has classrooms, a cafeteria, library, an early childhood education program, family learning center and an administration office. The main campus was built in 1951 and opened in 1951.

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 to annually contribute \$2 million to Facility Maintenance to be used for new construction and maintenance projects throughout the District, \$2 million to Deferred Maintenance for maintenance projects throughout the District and \$2 million to Facility Improvements 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 (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

Year and month of the most recent FIT report: 9/03/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	3rd toilet leaks at the vacuum breaker. 4th toilet leaks at the spud.
Interior: Interior Surfaces	Good	Soap dispenser is rusted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	1 of 1 hand dryer does not function. Paper towels are not accessible.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	20	22	31	31	50	50
Mathematics (grades 3-8 and 11)	11	15	21	22	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	467	463	99.14	0.86	21.81
Male	236	233	98.73	1.27	18.03
Female	231	230	99.57	0.43	25.65
Black or African American	33	33	100.00	0.00	12.12
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	20.83
Filipino					
Hispanic or Latino	339	335	98.82	1.18	23.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	30	100.00	0.00	30.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	17	100.00	0.00	11.76
Socioeconomically Disadvantaged	462	458	99.13	0.87	21.40
English Learners	255	251	98.43	1.57	21.91
Students with Disabilities	56	56	100.00	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	13.33

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	467	465	99.57	0.43	15.27
Male	237	235	99.16	0.84	14.89
Female	230	230	100.00	0.00	15.65
Black or African American	33	33	100.00	0.00	6.06
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	29.17
Filipino					
Hispanic or Latino	339	337	99.41	0.59	13.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	30	100.00	0.00	26.67
Two or More Races	17	17	100.00	0.00	17.65
Socioeconomically Disadvantaged	461	459	99.57	0.43	15.03
English Learners	257	256	99.61	0.39	14.06
Students with Disabilities	56	56	100.00	0.00	1.79
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	13.33

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	18.0	21.3	12.3

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

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 2019-20)

Dina Brambila (Healthy Start Coordinator) (209) 575-7365

Brenda Patton (Community Aide/ Attendance Liaison) (209) 574-8112

There are multiple opportunities for parent involvement. Through the Healthy Start Program, parents may participate in classes to learn about nutrition, CPR, First Aid, positive parenting, stress management, self-esteem, and strategies to assist in the education of their children. Other venues for parent involvement include: Parents Making A Difference Conference; bi-monthly Parent Café meetings, and the English Learner Parent Partnership (ELPP) informational meetings; the Promotoras Network group meets monthly and empowers parents to develop their 'voice' in the community; the Latino Family Literacy Project and Fit Families sessions encourage literacy, health and fitness. Additional parent/student activities and events are held throughout the school year under the direction of the Healthy Start Coordinator.

Parents may also become involved in: the School Site Council meetings where the school plan and site needs are addressed; informal gatherings called the Franklin Family Fellowship where families discuss ideas for school improvement over breakfast; monthly Parent-Teacher Club (PTC) meetings are held to plan and promote family-oriented activities, including Family Movie/Literacy/Science Nights. Through the PTC, parents may also support fundraising activities, a Volunteer Luncheon to recognize the contributions of other parents and community members, and a host of other events designed to provide the parents/community with information about literacy and math, as well as intervention and enrichment services designed to promote student success.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.7	1.4	2.2	3.7	3.6	2.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Franklin's seven-member Safety Committee reviewed and updated the comprehensive School Safety Plan in December 2018. Key elements in the plan include providing a secure campus, school crisis procedures, evacuation plans, and visitor policies. A copy of the plan is available for review on our district's webpage.

Once school has begun, all campus exterior gates are locked. When visitors enter campus, they must come into the office, register through the Raptor Visitor system, and wear a Visitor's sticker, which is dated and/or initialed by office staff. The school grounds are also monitored by our Campus Assistant and Yard Duty Supervisors who supervise the morning, lunch, and afternoon recess duty. Before and after school, the Campus Assistant, the student Safety Patrol members, and the adult Safety Patrol Coordinator serve as crossing guards in front of the school to help students and adults cross at the busy intersection. Students in the ASES Program are supervised until they are picked up by their parents by 6:00 PM. School wide fire/evacuation drills are held each month and no fewer than three lockdown drills are conducted every year during the 1st two Trimesters.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		5		22		5		24		5	
1	24		5		21	1	5		21	1	4	
2	23		5		24		5		24		5	
3	22		6		19	6			20	5	1	
4	33		2	2	29		4		34			3
5	30		4		31		4		32		3	1
6	34			4	32		4		30		5	
Other**					25		2		23		1	

*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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.3

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,203.35	\$3,276.76	\$8,926.59	\$110,276.16
District	N/A	N/A	\$9,483.18	
Percent Difference - School Site and District	N/A	N/A	-6.0	16.2
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	9.5	25.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap/workshops-2018-2019>. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,731.00	\$48,612
Mid-Range Teacher Salary	\$90,623.00	\$74,676
Highest Teacher Salary	\$110,728.00	\$99,791
Average Principal Salary (Elementary)	\$122,988.00	\$125,830
Average Principal Salary (Middle)	\$131,372.00	\$131,167
Average Principal Salary (High)	\$144,945.00	\$144,822
Superintendent Salary	\$230,713.00	\$275,796
Percent of Budget for Teacher Salaries	6.01%	5.06%
Percent of Budget for Administrative Salaries	32.12%	33.84%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	8	5

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, a BTSA and PAR program, and most recently a 0.5% compensation package for those who choose to complete an extra 6 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 2019-202 academic year, a new division was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.