

Lorenzo Manor 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	Lorenzo Manor Elementary School
Street	18250 Bengal Street
City, State, Zip	Hayward, CA 94541
Phone Number	(510) 317-5400
Principal	John Shimko
Email Address	jshimko@slzusd.org
Website	lor.slzusd.org
County-District-School (CDS) Code	01-61309-6002653

Entity	Contact Information
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4690
Superintendent	Daryl Camp, Ed.D.
Email Address	dcamp@slzusd.org
Website	https://www.slzusd.org/

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

Principal's Message

The purpose of this report is to provide parents and community members with an up-to-date overview of our school and its operation.

Lorenzo Manor is located in an unincorporated area of Hayward, but is part of the San Lorenzo Unified School District. Most students come from small single-family homes and from a number of small apartment complexes. It has a dedicated teaching staff that provides a well-balanced educational program aligned with state standards. Students receive a solid grounding in Language Arts, Mathematics, History/Social Science, and Science, and its application to the real world. This is supplemented with art, music, physical education, and other enrichment activities that build self-esteem and help students become good decision-makers. Critical thinking and problem solving strategies are stressed throughout the curriculum. Staff has undertaken a particular focus in implementation of the Common Core State Standards over the past 5 years.

Our support staff includes one full time and one part-time English Learner Coordinator/Title I Teachers, one full-time music teacher, one part time music teachers, 1 full time and 1 part time PE teachers, one bilingual instructional assistant, a Resource Specialist and a Resource Instructional Assistant, a part-time Computer Media Technician and a part-time Library Media Technician.

Through funding of categorical programs, as well as several grants, students participate in a number of supplemental school programs. 1.5 Teachers on Special Assignment provide EL/Literacy coaching as well as program coordination and implementation of academic intervention services, including a Response to Intervention program. The ASES grant supports our on site after school Boys and Girls Club program for first through fifth grade students. Staff is trained in and receives support annually in use of SEAL and GLAD Strategies, and the site works with a consultant to provide character education and conflict resolution programs through Soul Shoppe and our Restorative Justice initiatives. Student Council is active in providing events to enhance a positive school climate and leadership opportunities for students.

Lorenzo Manor's Mission Statement: The Lorenzo Manor community empowers all students to reach their full academic potential and to be socially responsible, lifelong learners.

Vision Statements

1. Strive towards all students being literate in Reading and Writing and competent in Mathematics.
2. Engage students in rigorous learning opportunities to promote problem solving and critical thinking
3. Develop a partnership with parents, teachers, students and staff, with all actively involved in preparing students for success in a changing society.
4. Create a positive and safe school climate where students consistently show respect, solve problems, and make wise choices, as well as cultivate an enjoyment of learning.
5. Develop, teach, and promote empathy, social awareness and responsibility
6. Collaborate within and across grade levels and communicate common goals

The Lorenzo Manor School mission and vision statements are aligned with the district goals as outlined in the Local Control Accountability Plan (LCAP):

1. Student Achievement: The San Lorenzo Unified School District will ensure equitable learning opportunities and outcomes for all students
2. Student Engagement: The San Lorenzo Unified School District will nurture students to become committed, caring and connected
3. Basic Services: The San Lorenzo Unified School District will provide high quality services, schools, and staff
4. Parent Involvement: The San Lorenzo Unified School District will cultivate meaningful partnerships and authentic family engagement

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

Grade Level	Number of Students
Kindergarten	126
Grade 1	88
Grade 2	94
Grade 3	101
Grade 4	90
Grade 5	70
Total Enrollment	569

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.1
American Indian or Alaska Native	0.4
Asian	6.3
Filipino	6
Hispanic or Latino	69.8
Native Hawaiian or Pacific Islander	1.9
White	4.9
Two or More Races	1.9
Socioeconomically Disadvantaged	72.1
English Learners	46.4
Students with Disabilities	8.8
Foster Youth	0.2
Homeless	0.9

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	29	25	27	473
Without Full Credential	0	1	0	19
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	2	1
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: November 2019

Schools in the San Lorenzo Unified School District (SLZUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the district-adopted curriculum adoption cycle. The SLZUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading, Fountas and Pinnell Classroom, 2018 Adopted in 2018 for TK-3 Adopted in 2019 for 4th and 5th grade Writing, Lucy Calkins Units of Study, 2013	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Adopted in 2013		
Mathematics	Mathematics, Scott Foresman Envision Math, 2009 Adopted in 2012	Yes	0%
Science	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%
History-Social Science	History/Social Science for California, Scott Foresman, 2006 Adopted in 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The staff of Lorenzo Manor works together to create a safe, clean learning environment for students that is supported by clear behavioral expectations and school rules. Staff supervisors monitor students while on the playground during recesses, PE, and other assigned outdoor activities. Before-school supervision begins at 7:35 A.M. for students eating breakfast in the cafeteria, and at 7:45 A.M. for students who line up to enter the school grounds. After school, supervision is provided for fifteen minutes after dismissal in front and in back of our school; remaining students are brought to the office and people on the emergency card are contacted. When students are not picked up, the School Resource Officer may be contacted.

Lorenzo Manor Elementary School has been allocated 92.5 hours of custodial time per week and the services of a District maintenance crew to ensure that the school and grounds are clean and well maintained. Two full-time custodians support the school; a day custodian works from 6:00 A.M. to 2:00 P.M. and the night custodian works from 1:30 P.M. to 9:00 P.M. Wastebaskets are emptied and restrooms are cleaned nightly; classrooms are swept every other night.

During the day, restrooms are maintained, the campus walkways are swept, and the multipurpose room is cleaned. One hundred percent of toilets are working; if there is any malfunction, a work order is submitted and repairs are made. The day custodian or District staff completes preventive maintenance. A preventive maintenance crew visits the school twice a year.

The school was built in 1953. There is a computer lab and library as well as a multipurpose room for assemblies and performances. There are athletic fields. There are 30 classrooms.

A drop off lane in the front and the back of the school was developed during the during the 2011-12 school year, and construction was completed in August of 2016 for the front of the school. The drop off lane in the back of the school should be completed by December, 2016.

Lorenzo Manor exterior was painted in summer of 2014.

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: 11/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Classrooms need repainting
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Poor	All personal small appliances and furniture need to be removed as they are non-compliant.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	All exterior surfaces need to be painted.
Overall Rating	Fair	

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)	26	25	39	37	50	50
Mathematics (grades 3-8 and 11)	24	20	27	26	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	264	261	98.86	1.14	25.29
Male	123	122	99.19	0.81	18.85
Female	141	139	98.58	1.42	30.94
Black or African American	16	16	100.00	0.00	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	42.11
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	188	185	98.40	1.60	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	12	100.00	0.00	33.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	210	207	98.57	1.43	20.77
English Learners	146	144	98.63	1.37	20.14
Students with Disabilities	28	27	96.43	3.57	3.70
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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	264	260	98.48	1.52	20.38
Male	123	122	99.19	0.81	19.67
Female	141	138	97.87	2.13	21.01
Black or African American	16	16	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	36.84
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	188	185	98.40	1.60	16.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	11	91.67	8.33	63.64
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	210	206	98.10	1.90	16.99
English Learners	146	144	98.63	1.37	19.44
Students with Disabilities	28	27	96.43	3.57	3.70
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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	25.0	15.8	5.3

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)

Lorenzo Manor has many parents and community members who provide direct support to our school. They are involved through Parent Teacher Organization (PTO), field trip transportation and supervision, and fund-raising. Many parents also provide assistance directly to our teachers in the classroom. In addition, our School Site Council (SSC), composed of staff, parents, and community members, meets 6 times per year to provide valuable input and decision-making on key issues related to our school wide programs and the use of funding for students from state and federal education programs. Our English Learner Advisory Committee (ELAC), made up of parents and staff, also provides us with valuable information related to bilingual students' educational programs. Our PTO is a cooperative group of parents/guardians, and teachers, joining together for the purpose of providing children with a quality education. We also have monthly Family Fridays, where parents visit the classroom at the start of school then meet in the MPR for presentations on different topics (academic support, safety, health, cyber safety, etc...)

Our school keeps our parents and community informed of activities through various other communications in English and Spanish, including a monthly parent bulletin, informational flyers and weekly reminders (by internet), a regularly updated web site and automated calls home through Blackboard Connect telephone messages.

We are proud of our school and encourage you to volunteer. In addition to helping in the classroom, school office, and with PTO events during the year, there are opportunities to serve on site committees such as the ELAC, and Safety Committee. To find out more about our school, you may pick up a copy of our Parent Bulletin, log onto our Web site, or contact Principal John Shimko at (510) 317-5410,

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	0.3	0.0	0.5	4.5	4.9	4.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The site Safety Plan includes information about child abuse reporting, the District sexual harassment policy, dress code policy, Lorenzo Manor Code of Conduct, and the District-wide Safety Plan, including disaster preparedness guidelines. Our school has guidelines for dealing with earthquakes, fires, and other emergency situations. All teachers have a handbook that details their responsibilities in case of an emergency.

There is an Emergency Operations command structure in place, which is updated annually. All staff are given specific assignments in case of an emergency (such as first aid, search and rescue, emergency student dismissal, food/shelter, and safety). A chart of assigned duties and a description of duties has been distributed to all staff. There is a freestanding metal storage shed housing classroom sets of individual bags with a water bottle and an energy bar for each child. Also inside the shed are two 50-gallon drums of water, first aid supplies, and other emergency supplies. Furthermore, each teacher has an emergency backpack in his or her classroom with special survival supplies. Throughout the year, the staff and students participate in monthly fire drills, as well as regularly scheduled earthquake, lock down and shelter-in-place drills.

The School Safety Plan was most recently reviewed, updated, and submitted to School Site Council in September, 2019. Revisions and review with staff occur regularly. The School Safety Plan is available for review by contacting the principal.

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	16	8			18	5	2		20	3	4	
1	25		4		25		4		26		3	
2	23	1	3		26		4		24		4	
3	26		3		22		4		25		4	
4	31		3		30		2		30		3	
5	28		4		29		4		23		3	
Other**												

*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)	.6
Psychologist	.3
Social Worker	.2
Nurse	.15
Speech/Language/Hearing Specialist	.5

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	1.0

*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.

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	6140	281	5859	79888
District	N/A	N/A	1913	\$82,585.00
Percent Difference - School Site and District	N/A	N/A	101.5	-3.3
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-24.7	2.3

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)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title III (for Limited English Proficient students)
- Supplemental and Concentration Funds (LCAP)
- Beginning Teacher Support and Assessment (BTSA)
- Tier 1, 2 & 3 Intervention Programs
- Special Education
- Supplemental Education Services (SES)
- National School Lunch Program
- After School ASES Program

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,084
Mid-Range Teacher Salary	\$76,526	\$76,091
Highest Teacher Salary	\$103,173	\$95,728
Average Principal Salary (Elementary)	\$125,448	\$118,990
Average Principal Salary (Middle)	\$131,390	\$125,674
Average Principal Salary (High)	\$141,012	\$137,589
Superintendent Salary	\$304,479	\$230,096
Percent of Budget for Teacher Salaries	36%	35%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6%	6%

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	12	10	10

Lorenzo Manor School and the District provide peer coaching and in-classroom support for teachers. This is used to support implementation of school wide instructional practices and strategies such as CCSS, Designated/Integrated ELD, SEAL and GLAD strategies and implementation of Balanced Literacy curriculum practices as well as to provide other meaningful opportunities for staff development. Teachers also have the opportunity to do peer observations.

A school wide professional development Literacy focus continues, in particular supporting transition to Common Core State Standards. The school's Literacy Committee continues to provide professional development opportunities and guidance in alignment with the site's Literacy Plan. Staff focus for 18-19 is on the new ELA adoption, Fountas and Pinnell Classroom (K-3), Writers Workshop (Lucy Calkins Units of Study), as well as further application of new reading assessment system (Fountas and Pinnell Benchmark Assessment System), and Guided Reading best practices. Additionally, upper grades implement a Response to Intervention (RTI) model to specifically address targeted instruction for the differentiated reading levels amongst students.

Since the integration of technology is important to student success, teachers also have access to technology integration workshops at the District's training center; these workshops are offered monthly and also during the summer. The District regularly offers Project Lean-In on how to integrate technology to support standards and learning as well as professional collaboration. Nearly half of the credentialed staff has also participated in the Google Apps for Educators training this year and many have received class sets of laptops to support integration of technology in classrooms.

For 2016-2019 teachers are participating in the Mills Scholars Inquiry Program. One staff meeting per month is dedicated to this program where teachers choose a focus area for inquiry. Four Teacher Leads provide facilitation for the meetings and 1:1 coaching opportunities throughout the year. (Teacher Leads are supported by a facilitator from Mills College). Teachers present their data and reflections at monthly staff meeting with a culmination activity in May.

In addition to ongoing site-based professional development, all teachers have the opportunity to improve their skills by taking college courses, workshops at the District's training center, and in-services or other workshops offered by the County Office of Education or other organizations. Teachers have opportunities to attend professional conferences supported by site or District funding.

Professional Development for New Teachers:

Through participation in the Contra Costa County Office of Education's Teacher Induction Program, the District secures support providers to work with our new teachers. Through this Teacher Induction Program, new teachers are also afforded the opportunity to take university level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquiring their clear credential through the Commission on Teacher Credentialing.