

Nelda Mundy 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	Nelda Mundy Elementary School
Street	570 Vintage Valley Drive
City, State, Zip	Fairfield CA, 94534
Phone Number	(707) 863-7920
Principal	Jeff Kubiak
Email Address	jeffku@fsusd.org
Website	https://www.fsusd.org/Page/17414
County-District-School (CDS) Code	48-70540-6115752

Entity	Contact Information
District Name	Fairfield-Suisun Unified School District
Phone Number	(707) 399-5000
Superintendent	Kris Corey
Email Address	krisc@fsusd.org
Website	www.fsusd.org

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

Nelda Mundy is a close-knit community of students, parents, community and faculty. Mundy's purpose is to be an academically growing and learning community that represents the best of the Fairfield-Suisun Unified School District. Inside the classrooms, students regularly receive instruction with embedded Science, Technology, Engineering, Arts, and Mathematics (STEAM) content and opportunities for hands-on learning experiences. Nelda Mundy is a highly diverse community where all students matter. The whole staff works hard to assure the children's needs are met academically, socio-emotionally, physically and mentally.

Nelda Mundy considers #AllKids the responsibility of all staff where no children are ignored and all needs are met. This commitment extends into the afterschool offerings: Robotics, Computer Science & Coding, as well as Ukulele, Band, Study Skills and more. Understanding children holistically, Mundy also offers a 100 Mile Running Club.

The PBIS mission of Mundy is simple. The students and staff:

- Practice Respect
- Act Responsibly
- Cultivate Kindness
- Keep Safe

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

Grade Level	Number of Students
Kindergarten	141
Grade 1	131
Grade 2	127
Grade 3	114
Grade 4	141
Grade 5	118
Total Enrollment	772

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.4
Asian	10.8
Filipino	14.5
Hispanic or Latino	22.4
Native Hawaiian or Pacific Islander	0.3
White	30.8
Two or More Races	14.5
Socioeconomically Disadvantaged	19.3
English Learners	4.7
Students with Disabilities	7.3
Foster Youth	0.3
Homeless	0.4

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	35	33	30	882
Without Full Credential	3	2	5	112
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	20

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

All pupils, including English learners, have state-adopted and standards aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at <https://www.fsusd.org/Domain/837>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Mathematics	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Health	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	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 for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

The Nelda Mundy school campus was built in 1998 and it is well maintained. In 2017, the site received all new LED interior and exterior lighting fixtures. In addition, new carpet has been installed in two classrooms with four more scheduled during winter break. No necessary improvements were identified on the Facility Inspection Tool (FIT).

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: SEPTEMBER 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Two classrooms have had new carpeting installed and four more are scheduled to be done during winter break.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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)	64	70	44	45	50	50
Mathematics (grades 3-8 and 11)	69	70	32	33	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	376	373	99.20	0.80	69.71
Male	181	178	98.34	1.66	66.29
Female	195	195	100.00	0.00	72.82
Black or African American	23	23	100.00	0.00	43.48
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00	0.00	81.63
Filipino	51	51	100.00	0.00	70.59
Hispanic or Latino	78	77	98.72	1.28	61.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	103	102	99.03	0.97	78.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	70	69	98.57	1.43	65.22
Socioeconomically Disadvantaged	82	81	98.78	1.22	58.02
English Learners	40	39	97.50	2.50	66.67
Students with Disabilities	36	34	94.44	5.56	35.29
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	376	373	99.20	0.80	69.97
Male	181	178	98.34	1.66	72.47
Female	195	195	100.00	0.00	67.69
Black or African American	23	23	100.00	0.00	34.78
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00	0.00	89.80
Filipino	51	51	100.00	0.00	76.47
Hispanic or Latino	78	77	98.72	1.28	49.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	103	102	99.03	0.97	81.37
Two or More Races	70	69	98.57	1.43	68.12
Socioeconomically Disadvantaged	82	81	98.78	1.22	55.56
English Learners	40	39	97.50	2.50	71.79
Students with Disabilities	36	34	94.44	5.56	41.18
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	18.5	33.6	21.8

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)

The Nelda Mundy community works well together to maintain an open line of communication. Messages are sent via e-mail updates, phone messages, in person conferences, weekly newsletters home from site administrators and teachers, classroom blogs, active use of Twitter and Facebook to share classroom happenings, weekly Mundy Musings newsletter and weekly emails from our parent group, MCA. Parents are on the Mundy campus often, volunteering in classrooms and the library, running small groups, overseeing the school garden, roving as WATCH DOGS (Dads of Great Students), and helping to maintain the level of rigor at Mundy. The collaboration between the stakeholders is understood as an important piece in supporting all Mundy students holistically.

Mundy also has several community-wide events for parents and families, which include but are not limited to: Family Math Night, STEAM Night, Holiday Faire, Movie Nights and Band Concerts.

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	0.5	0.4	0.7	6.2	6.2	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques. The School Safety plan was reviewed on October 31, 2019 by School Site Council, and December 3, 2019 by staff, for the 2019-2020 school year.

Nelda Mundy continues to strive to support Positive Behavior Intervention and Supports through good news referrals, P.A.C.K. cards (Practiced Respect, Acted Responsibly, Cultivated Kindness and Kept our School Safe), student of the month, most improved student, and academic achievement assemblies. Character traits are focused on 21st Century Skills and are celebrated on a monthly basis with a Student of the Month Celebration (Pawsativity Assembly). Fire drills, evacuation drills, and lock down drills are conducted according to required standards. Positive relationships are in place with the Solano County Office of Education and the Cordelia Public library to establish evacuation sites in the event of a catastrophic event on site.

The WATCH DOGS program (parents that continually patrol the school site and surrounding area), is provided for positive male role models on campus.

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	23	3	4		26		6		24		6	
1	27		4		26		5		22		6	
2	27		5		22		5		25		5	
3	21	2	3		23		6		23		5	
4	33		1	3	29		4		33		2	2
5	31		3	1	28	1	1	3	32		2	2
Other**	7	2			8	2						

*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)	.2
Library Media Services Staff (Paraprofessional)	.8
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	2.0

*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	\$5,521.91	\$602.78	\$4,919.13	\$65,600.72
District	N/A	N/A	\$5,348.30	\$65,688.79
Percent Difference - School Site and District	N/A	N/A	-8.4	-0.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-41.6	-22.7

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)

Nelda Mundy receives the following categories of funds to operate the site: Supplemental/Concentration, Site Discretionary, Parent Involvement, Student Engagement, Library, Technology, Intervention Supplemental Programs, and Professional Development. The state funds must be expended in accordance with the policies and guidelines established for those programs. The Single Plan for Student Achievement is developed by the staff, and site council and money is spent in alignment with this plan. Money was allotted for professional development to support state standards implementation, STEAM, student and teacher technology, library books (both e-books and hardbound), positive behavior supports, after school intervention, and necessary classroom materials and supplies. Also, Smart TV/Apple TV systems were purchased and have been installed in all classrooms, technology (chromebooks and iPads) were updated and purchased, intervention curriculum (Raz Kids, Brain Pop). Nelda Mundy Elementary School's MCA (parent group) supports additional programs and activities including positive behavior supports recognition and awards, updated technology, supplies for the STEAM Lab, and additional materials for classrooms. The MCA recently funded the new playground equipment and structures, and new hydration stations.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,649	\$48,612
Mid-Range Teacher Salary	\$71,626	\$74,676
Highest Teacher Salary	\$89,805	\$99,791
Average Principal Salary (Elementary)	\$113,400	\$125,830
Average Principal Salary (Middle)	\$116,344	\$131,167
Average Principal Salary (High)	\$128,066	\$144,822
Superintendent Salary	\$248,393	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	5%

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	3	3	8

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Fairfield-Suisun Unified School District provides professional development activities based on a continuum of teacher needs. Teachers new to the profession participate in the Beginning Teacher Support and Assessment (BTSA) induction program for two years. New teacher orientation is conducted to introduce teachers to the district's programs, policies, procedures and curriculum. Support providers assist teachers eligible for BTSA support. Experienced teachers in need of assistance may receive guidance from Consulting Teachers as part of the Peer Assistance and Review (PAR) program. Educators striving to take a deep look at their practice may work towards National Board Certification. Professional development activities also include training in core curriculum areas, integration of subject matter through STEAM, delivery strategies, and assessment analysis. Administrators and teachers are provided state standards based professional development to support them in the use of the District Units of Instruction.

Mundy professional development is targeted to the needs of the students and teachers. Teachers receive training on best instructional practices, current curriculum adoptions, engagement strategies, classroom management, STEAM, updated technology practices and practical use in the classroom, ELD Instruction and more. Teachers participate in one day of professional development pertaining to specific, targeted teacher needs, and may have opportunities to get paid hourly for additional professional development beyond their contracted day. MAP and CAASPP data are used throughout the school year to target intervention groups, students with outstanding needs, and those students that are the high achievers. With this information, the staff is better able to support students individual needs. Administration urges teachers to attend relevant workshops, conferences and EdCamps to further support and enhance their professional development.

Nelda Mundy staff monthly meetings are approximately 3.0 hours per month, for 8 months. This equates to 24 hours or 3.3 days. The Mundy Staff Retreat is 1 day for 6.5 hours with 35 employees in attendance.

Total hours of training equate to 4.1 days provided by Mundy Administration in the 2017-18 school year in addition to district wide provided professional development opportunities. Grade 3, 4 and 5 teachers will participate in 8 full days of professional development focusing on integrated language strategies and collaborative lesson planning provided by a Teacher of Academic Support in the district over the 2019-2020 school year.