

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

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)

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

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

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

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

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

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

Burbank School Description:

Burbank School was built in 1939.

Located in the southwest section of Modesto, CA.

Our enrollment is 619 students in the Transitional Kindergarten through 6th grade.

Wonders, Language Arts program

Early Learning Math program (K) and Engage NY (1st-6th)

52% English Learners

School-wide PeaceBuilders program and Restorative Justice Campus

1 District Instructional Facilitator (DIF) supports teachers with interventions and data analysis

ASES Program (After School Program)

Head Start and State Preschool Program

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

Grade Level	Number of Students
Kindergarten	126
Grade 1	71
Grade 2	82
Grade 3	93
Grade 4	95
Grade 5	100
Grade 6	100
Total Enrollment	667

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	6.9
Filipino	0.3
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0.3
White	5.2
Two or More Races	2.1
Socioeconomically Disadvantaged	95.2
English Learners	51.3
Students with Disabilities	11.2
Foster Youth	0.1
Homeless	1.3

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	39	28	28	1433
Without Full Credential	0	2	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.

Based on the latest Williams Act Facility Inspection (9-03-2019) evaluation it was noted that no significant deficiencies were found that could be categorized as an "emergency or urgent threat to the health and safety of the pupils or staff." Burbank received an overall facilities rating of "exemplary." Site staff is working in conjunction with district personnel to address areas that are in need of repair.

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

Age of School/Buildings:

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

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund 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	2nd faucet is loose. Sewer.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Toilet leaks at the base (wax seal).
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 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)	21	19	31	31	50	50
Mathematics (grades 3-8 and 11)	14	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	379	367	96.83	3.17	19.35
Male	213	205	96.24	3.76	14.15
Female	166	162	97.59	2.41	25.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	32.00
Filipino	--	--	--	--	--
Hispanic or Latino	302	294	97.35	2.65	17.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00	0.00	31.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	364	352	96.70	3.30	19.32
English Learners	243	232	95.47	4.53	17.67
Students with Disabilities	60	60	100.00	0.00	0.00
Students Receiving Migrant Education Services	24	22	91.67	8.33	13.64
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	380	376	98.95	1.05	14.63
Male	214	211	98.60	1.40	15.64
Female	166	165	99.40	0.60	13.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	28.00
Filipino	--	--	--	--	--
Hispanic or Latino	303	301	99.34	0.66	11.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00	0.00	31.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	365	361	98.90	1.10	14.68
English Learners	244	241	98.77	1.23	14.11
Students with Disabilities	60	60	100.00	0.00	3.33
Students Receiving Migrant Education Services	24	24	100.00	0.00	8.33
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	29.4	14.7	8.8

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)

Opportunities for Parental Involvement Contacts:

Kristen Panou, Principal

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

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

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

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

Monthly newsletters are sent home to inform parents of upcoming events and important information.

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

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

Parents are encouraged to become involved in Burbank School PTA.

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

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

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

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

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

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

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

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

School newsletters and other important school information are sent home in English and Spanish.

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

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

COLLABORATE

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

Parent support and assistance is needed and welcomed.

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

Parenting skills are promoted and supported.

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

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

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

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

CELEBRATE

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

Parents are invited to attend grade level and classroom awards ceremonies.

Parents are invited to attend schoolwide assemblies to recognize students.

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

Parents are informed of academic achievements such as Spelling Bee winners, essay contest winners, etc. via the school newsletter.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 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	3.7	2.3	0.9	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)

The Burbank School Safety Committee annually reviews and updates the Burbank Elementary School Safety Plan. The safety plan is comprehensive in scope. The plan outlines and describes the steps that students and staff will follow to effectively respond to a variety of emergency situations. The School Safety Committee formally approved the updated version on 10/08/2019. The committee, consisting of site personnel and parents, meets three times a year. The committee provides input into the revision process by utilizing input from parents, students and staff. This plan includes information regarding the school's physical, social and cultural environment. Playground Supervision and Student Conduct expectations are outlined. School Crisis/Emergency Procedures including Fire, Lock Down, School Evacuation, and Earthquake guidelines are clearly delineated. A Pedestrian Safety Plan, Attendance Plan and Site Dress Code are also included in the comprehensive safety plan. Site staff receives training on the safety protocol and parents are informed of pertinent procedures via the student conduct code and site newsletters.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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	22	2	4		21	2	4		21	2	4	
1	23		4		23		4		18	4		
2	24		4		24		4		21	2	2	
3	22		5		21	1	3		23		4	
4	32		2	1	23	1	4		32		3	
5	31		3		33		2	1	33			3
6	31		3		31		3	1	30		3	2
Other**					24		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	.7
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5

*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	\$12,316.99	\$3,428.37	\$8,888.62	\$108,613.69
District	N/A	N/A	\$9,483.18	
Percent Difference - School Site and District	N/A	N/A	-6.5	13.2
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	8.7	22.0

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.