

Fairview Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Fairview Elementary School
Street	1937 West Whtimore Ave.
City, State, Zip	Modesto, CA 95358-9463
Phone Number	(209) 574-8102
Principal	Paulo Pimentel
E-mail Address	pimentel.p@monet.12.ca.us
Web Site	https://fairview.mcs4kids.com/
CDS Code	50711676962682

District Contact Information	
District Name	Modesto City Elementary School District
Phone Number	(209) 574-1500
Superintendent	Pam Able
E-mail Address	fortuna.b@monet.k12.ca.us
Web Site	www.mcs4kids

School Description and Mission Statement (School Year 2017-18)

Fairview Elementary School is a K-6 Elementary School located in South Modesto that also houses two Head Start classrooms. The school population includes, 82% Hispanic, 5% Anglo, 1% African American and 12% other or did not state. 62% of our students are English Language learners. 96% of our student population is Socioeconomically Disadvantaged and 9% of our student make-up includes Students with Disabilities. The school currently has 820 students enrolled and participating in a traditional schedule. The site provides both sheltered English instruction as well as a focused character education program that is consistent across Modesto City Schools. Mission Statement: All Fairview Falcons, students and staff, will learn and grow. Fairview staff and administration are working in collaboration to become proficient in the Common Core State Standards. Working together to refine lesson delivery and design, teachers and students are able to benefit from a structured and rigorous educational environment that offers ongoing checks for understanding, continuous use of student engagement strategies and consistent implementation of instructional norms. Addressing areas of need through intervention strategically, while accelerating learning through extension provides differentiated instruction for the wide range of diverse learners we serve. Focusing on vocabulary development, building of academic language, skills, and concepts; Fairview is working to move our students into literacy and the development of critical thinkers..

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

Grade Level	Number of Students
Kindergarten	121
Grade 1	119
Grade 2	72
Grade 3	132
Grade 4	125
Grade 5	119
Grade 6	122
Total Enrollment	810

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.6
Asian	3.6
Filipino	0.1
Hispanic or Latino	81.5
Native Hawaiian or Pacific Islander	0.1
White	5.4
Two or More Races	2.6
Socioeconomically Disadvantaged	96.8
English Learners	63
Students with Disabilities	9.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	34	39	858
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: December 2017

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Conditions -- General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Fairview strives to ensure that all students are safe at school. Students are supervised in the mornings as they get off the bus, at drop-off, and at loading with the assistance of yard duty personnel. During the day when students are at school, gates that provide access onto school grounds are locked. Visitors' passes must be obtained for campus entry and are allowed only for scheduled business or regular volunteers. Parent/guardian or emergency contact status is checked prior to check-out of a student with an adult. In the afternoon, students are supervised by yard duty personnel upon dismissal while the campus remains closed to visitors throughout this time period.

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 35 classrooms, a cafeteria, library, Headstart, and an administration office. The main campus was built in 1951. Additions were constructed in 1969 and in 1989. Twenty-five portable classrooms were constructed over the periods 1989, 1991, 1995, 1997, and 2001. A parking lot was added to the back of the campus in 2013. The school opened in 1951.

Maintenance and Repair:

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

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the district office. The Principal works continually with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2016-17 school year, the district budgeted \$0.69 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.28 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/20/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Field needs leveled. Gopher issues.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/20/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	21	22	27	28	48	48
Mathematics (grades 3-8 and 11)	9	12	17	19	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	499	489	98	22.29
Male	263	257	97.72	17.9
Female	236	232	98.31	27.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.24	40
Hispanic or Latino	414	405	97.83	21.48
White	22	22	100	18.18
Two or More Races	11	11	100	45.45
Socioeconomically Disadvantaged	483	473	97.93	22.41
English Learners	372	363	97.58	22.31
Students with Disabilities	46	46	100	4.35
Students Receiving Migrant Education Services	19	19	100	21.05
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	497	493	99.2	12.17
Male	262	260	99.24	11.92
Female	235	233	99.15	12.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	33.33
Hispanic or Latino	412	408	99.03	10.78
White	22	22	100	18.18
Two or More Races	11	11	100	9.09
Socioeconomically Disadvantaged	481	477	99.17	12.16
English Learners	370	367	99.19	12.53
Students with Disabilities	46	46	100	4.35
Students Receiving Migrant Education Services	19	19	100	5.26
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	27	18	45	41	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.4	16.9	5.9

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

- Parents at Fairview have the opportunity to work collaboratively in a variety of activities, events, and committees. SSC—School Site Council assists in developing, reviewing, and approving the Single Plan for Student Achievement which drives our course of action and plan for meeting the educational goals we have set for our school. ELPP—English Learner Parent Partnership provides input on a variety of issues related to the education of English Learners at our site. Parents have the opportunity to share ideas related to increasing the performance of English Learners in our school. PIE – Parent Involvement and Engagement Committee provides an arena for parents to contribute ideas to our site regarding increasing parental involvement and support. School Safety Committee meets on a regular basis to ensure that the school maintains a safe and secure learning environment. Topics that this committee address include parking lot and traffic safety, playground and social skill development, as well as campus supervision and security. Family Nights - Parents at each grade level have the opportunity to participate in a fun and educational activity with their child here at Fairview. Back to School Night -- This is an opportunity for parents to meet their child's teacher and open lines of communication between home and school. Parent/Teacher Conferences Open House – This is an opportunity for students to lead parents through their classrooms and show what they have learned. Student of the Month – Students are selected monthly by their teachers for demonstrating the character trait of the month. From honesty to courage, our students are encouraged to not only excel in academics, but in the traits that will promote them as positive members of their school and community. Volunteering in Children's Classrooms

Contact Persons:

Paulo Pimentel, Principal 574-8102

Jennifer Malone, Vice Principal 574-8102

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.9	5.3	2.2	4.6	3.9	3.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

A Safety Plan is in place at Fairview School and was developed with the assistance of California Safe Schools consulting firm and the members of the Site Safety Committee, (which includes teachers, staff, administration and parents). The plan is reviewed each year for effectiveness and can be adjusted as needed. Procedures to be followed in the event of any emergency at the school, or as a result of a situation in the neighborhood which may impact the school site, are outlined in this plan. Safety Drills are scheduled throughout the school year to train students and staff to respond in case of emergency situations such as: fire, lockdown, or evacuation of the building. Evacuation routes and pertinent information to assist officials to ensure student and staff safety are also included in the plan. Fairview also participates in the Great Shake Out each year, drawing attention to preparedness in the event of an Earthquake in conjunction with many schools across the state.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	2	2		24		4		24		5	
1	23		6		24		3		24		5	
2	21	2	4		22		6		24		3	
3	22	2	3		24		5		22		6	
4	30		4		30		4		31		3	1
5	34			3	33		1	3	30		4	
6	31		4		34			3	31		4	

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,101.69	\$2,488.65	\$7,613.04	\$96,245.12
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	-12.9	10.6
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	14.6	21.9

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

Types of Services Funded (Fiscal Year 2016-17)

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through the 2016-17 LCAP can be found here: <https://www.mcs4kids.com/img/files/2016-2017%20Board%20Approved%20LCAP%20Plan.pdf>. The most recent LCAP can be found here: <https://www.mcs4kids.com/documents/lcff/2017-2018/2017-2018%20LCAP%20Board%20Approved%206-19-17.pdf>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

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

Professional Development (Most Recent Three Years)

14-15:

Effective Instructional Strategies and Curriculum & Lesson Development – 3 Days
 Common Core Standards Based Instruction for K-6 Educators – 1 Day
 Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)
 Big Idea Workshop Series – Optional after school PD for K-6 Educators
 Lesson Study for Math and Science Educators – 2 Days (optional)
 Positive Behavior Intervention and Support – 2 Days
 College and Career Guidance with Naviance for Counselors and Work Experience Coordinators – 1 Day
 Effective Classroom Management – 2 Days (optional)
 Restorative Justice – 4 Days
 Chemical Safety Training – 1 Day
 Teaching with Poverty in Mind – ½ Day (optional)
 Anita Archer – K-6 Literacy Skills – 2 Days (optional)
 Frank Smith – K-12 Academic Vocabulary – ½ Day (optional)
 SS 7-12 DBQ / UC Davis History Project 2 days
 ELA 7-12 Effective Instructional Practices/ELA/ELD literacy 2 days
 7-12 Electives Literacy for content areas
 Read 180 training 2 days

15-16:

Leverage Learning – PLC Leadership Teams – 5 Days (leadership teams)
 Anita Archer K-8 Writing and Literacy – 3 Days (optional)
 Step Up to Writing K-6 – 1 Day (optional)
 Number Talks K-6 – 1 Day (optional)
 Mindset Works 7-12 – 1 Day
 Utah Math 7-8 – 1 Day
 Math Vision Project 9-12 – 1 Day; additional optional PD Days through SCOE
 NGSS: Modeling in Science/Science and Engineering Practices 7-12 – 2 Days

17-18

Professional Learning Community Conference
 Leverage Learning – PLC Leadership Teams
 Restorative Practices
 Luis Cruz – Transforming School Culture
 AVID summer institute
 Positive Behavior Intervention and Support (PBIS)
 Restorative Practices
 Math Lesson Design and Assessments 7-8
 NGSS Science Implementation 7-8

Math Vision Project (MVP) Curriculum 9-12
NGSS Science Implementation 9-12
Math Vision Project (MVP) Lesson planning and Instructional practices 9-12
Science Safety Training.
Anita Archer – Effective Instructional Practices
College and Career Four-Year Planning
Kate Kinsella – Essential Instructional Routines / Designated & Integrated ELD
Designated ELD Instruction within Wonders Curriculum
Technology
JW Pepper
Best Practices and Overview of Dyslexia
Effective Instruction for Severe Programs
Direct Instruction in Moderate-Severe Programs
Effective Assessment Practices and Reporting
Identifying Assessment Tools
Curriculum Implementation Support
One-one Procedures and Guidelines
Standards Progression – Math I, II, III, Pre-Calculus
Academic Discourse and Language Acquisition, Collaborative Conversations
Math 180 Data Analysis
Suicide Prevention
2016 History Social Science Framework: An introduction to Content Shifts, Instructional Shifts, Access, and Equity
Strategies for Formative Feedback in a Digital Classroom
Schoolology
CAG conference for GATE teachers
ISTE conference for CLT teachers
DBQ training for GATE
Recorders for prep providers
Read 180 Implementation
Read 180 Follow-up
AVID Excel Tutor Training
AVID “10-2-2” Instructional Strategy
AVID Focused Note-Taking
Study Sync Curriculum Trainings
AVID "WICORizing" a Lesson training
AVID Excel Video Professional Learning Sessions
EL Shadow Training
ELPAC Training
Gr TK-6 ELA Wonders Curriculum
Gr K-2 Reading Mastery
Gr 3-6 Corrective Reading
Gr 6 Number Talks
Gr 3-5 Fractions
Gr 3-5 Genre Writing