

# Rose Avenue Elementary

## 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Rose Avenue Elementary
<b>Street</b>	1120 Rose Ave.
<b>City, State, Zip</b>	Modesto, CA 95355-3799
<b>Phone Number</b>	(209) 574-8412
<b>Principal</b>	Heather Herbst
<b>E-mail Address</b>	herbst.h@monet.k12.ca.us
<b>Web Site</b>	<a href="https://rose.mcs4kids.com/">https://rose.mcs4kids.com/</a>
<b>CDS Code</b>	50 711676052815

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

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

#### School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Rose Avenue is situated in the eastern section of the City of Modesto in Stanislaus County. The school was built in 1963 and is one of 22 elementary schools in the District. The school is composed of 18 General Education classrooms, and 2 Emotionally Disturbed Special Ed classrooms. Rose Avenue serves students from kindergarten through the sixth grade. Rose Avenue School is a 2008 California Distinguished School and 2011 and 2010 Title I Achieving School Award Recipient. The school has many special programs and a very active PTA and parent volunteers. Academic excellence for ALL students continues to be our number one goal and priority. Our mission statement outlines the commitment we have toward students: To provide high levels of learning for all students with quality opportunities to demonstrate growth academically, socially and emotionally in preparation for lifetime success.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	48
<b>Grade 1</b>	68
<b>Grade 2</b>	74
<b>Grade 3</b>	64
<b>Grade 4</b>	70
<b>Grade 5</b>	73
<b>Grade 6</b>	89
<b>Total Enrollment</b>	486

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.2
Asian	2.5
Filipino	0.6
Hispanic or Latino	42.6
Native Hawaiian or Pacific Islander	0.8
White	41.6
Two or More Races	5.1
Socioeconomically Disadvantaged	69.3
English Learners	11.5
Students with Disabilities	15.6
Foster Youth	1.2

## 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	22	25	26	858
Without Full Credential	1	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 -- 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](http://mcs4kids.com).

Rose Avenue provides staff supervision of students twenty minutes prior to the start of the school day on the main playground and in the cafeteria. We also have a championship winning Traffic Patrol supervising major crosswalks near the school in the morning and after school. We require all visitors to the school to sign in at the office and wear visible visitor badges while on campus. We lock all gates restricting access to the school. All staff members are instructed to question any adults on campus not wearing a visitor badge and to send them to the office to sign in if they have not already done so. The principal, campus assistant and head custodian patrol the school grounds periodically to ensure student safety and to address any safety concerns.

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 24 classrooms, a cafeteria, library, latchkey, and an administration office. The main campus was built in 1963. Additions were constructed in 1965 and in 1969. Seven portable classrooms were constructed over periods of 1988, 1989, 1997 and 2000. The school opened in 1963.

#### 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: 11/29/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Field grading

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 11/29/17				
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)	39	43	27	28	48	48
Mathematics (grades 3-8 and 11)	29	26	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	304	296	97.37	43.24
Male	174	168	96.55	42.86
Female	130	128	98.46	43.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	127	122	96.06	35.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	130	97.74	50.77
Two or More Races	12	12	100	41.67
Socioeconomically Disadvantaged	223	216	96.86	40.28
English Learners	54	49	90.74	34.69
Students with Disabilities	53	50	94.34	18
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	303	296	97.69	26.01
Male	173	169	97.69	30.77
Female	130	127	97.69	19.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	126	123	97.62	21.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	129	96.99	30.23
Two or More Races	12	12	100	33.33
Socioeconomically Disadvantaged	222	216	97.3	22.69
English Learners	53	51	96.23	23.53
Students with Disabilities	53	51	96.23	17.65
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)	52	54	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	23.9	23.9	16.9

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)

#### Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Rose Avenue School offers a wide variety of opportunities for parents to become involved with the school. Our active PTA includes parents in a number of fund-raising activities to support our school (Family Fun Night, JOG-A-THON, Scrip sales, product sales, etc.) The PTA sponsors our monthly Citizenship Award Celebration, and Reading Incentive Programs. PTA members and other parents coordinate our annual JOG-A-THON, sponsor charitable activities at the school, provides each room with a "Room Parent," and offers numerous other activities in which parents can become involved with the school. Other parental involvement activities include our School Site Council, ELLP, Parent Involvement and Engagement Committee, Classroom Volunteer Program, and the use of parent chaperones for field trips. Parent Involvement is encouraged and recognized as an important component in an effective school environment by our school..

### 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	3.5	2.3	1.5	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)

#### School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Rose Avenue School Safety Plan is revised and reviewed yearly. The new plan was approved by the Safety Committee in September 2017 and shared at an October 2017 school staff meeting. This year the school staff worked to ensure our plan is in line with district procedures and included all aspects of school safety such as: school lock down procedures, earthquake procedures, information regarding the release of students after a crisis, an evacuation plan, and efficient checklists to be used during and after a crisis. Regular drills are held giving the staff and students the opportunity to practice emergency procedures.

## 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	2013-2014	2004-2005
Year in Program Improvement*	Year 1	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	23		3		24		3		24		2	
1	22		3		24		3		23		3	
2	24		4		23		3		18	4		
3	19	4			18	4	1		20	2	1	
4	25	1	3		24	1	1	1	34			2
5	34			2	32		3		34			2
6	25	1	2		24	1	1	1	24	1	3	
Other	12	1							9	1		

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	0.3	N/A
Social Worker	0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	1.0	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	\$13,422.03	\$4,439.04	\$8,982.99	\$93,767.14
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	3.7	7.7
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	31.0	18.8

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)

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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