

Shackelford

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	Shackelford
Street	100 School Avenue
City, State, Zip	Modesto, CA 95356-5398
Phone Number	(209) 574-8422
Principal	Ignacio Cantu Jr.
E-mail Address	cantu.i@monet.k12.ca.us
Web Site	https://shackelford.mcs4kids.com/
CDS Code	50711676052823

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.com

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

School Description and Mission Statement

Shackelford is located at 100 School Avenue in Modesto, California. The school was constructed in 1945 with additions made in 1984 through 1985. Portables were added to Shackelford from 1984 through 2001 adding 9 additional classrooms. Shackelford has a Head Start, Preschool and Transitional Kindergarten through Sixth Grade.

Shackelford's population in Head Start and Preschool is 80 students total. Transitional kindergarten through Sixth grade has a population of 540 with 90% Hispanic, 6% White and 4% other. Of the 90% Hispanic population, 71% are English Learners. Currently, there are 2 sixth grade classrooms, 3 fifth grade classrooms, 2 fourth grade classrooms, 3 third grade classrooms, 3 second grade classrooms, 3 first grade classrooms, 3 kindergarten classrooms, and 1 transitional kindergarten class. There are 3 Special Education classrooms, a second/third combination, a fourth/fifth combination, and a fifth/sixth combination with a population of 33 students. Shackelford has many programs helping students become successful. Shackelford has an after school program that has approximately 120 students being served. Students are helped with homework, grade level standards and character education. There is also a computer teacher and a computer lab with 34 computers. The teacher helps students become proficient in computer skills and teaching them how to use important programs. There is also a mentor program for the fourth through sixth grade students helping with reading instruction. Shackelford has a nurse that helps students with health issues two days a week.

Develop goal-oriented, life-long learners who embrace positive school culture and focus on academic achievement and interpersonal skills. (Mission has not changed)

Last updated on 11/17/2015

There is also to be a School Description: The entire statement should be 2 to 3 paragraphs

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	71
Grade 2	72
Grade 3	69
Grade 4	69
Grade 5	90
Grade 6	78
Total Enrollment	536

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	0
Hispanic or Latino	89.4
Native Hawaiian or Pacific Islander	0.2
White	4.7
Two or More Races	1.5
Socioeconomically Disadvantaged	98.1
English Learners	69.8
Students with Disabilities	18.1
Foster Youth	0

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	25	27	32	858
Without Full Credential	0	0	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.

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. Buildings and grounds are inspected on a daily basis every morning by the Head Custodian, and any safety and or hazard concerns are addressed immediately. An annual facility safety inspection is held and reviewed by site administration. Shackelford has 25 classrooms, a cafeteria, library, Head-Start, Family Center and an administration office. The main campus was built in 1945. Additions were constructed in 1984 and in 1985. Nine portable classrooms were constructed over the periods of 1984, 1985, 1990, 1991, 1992, 1994, 1998, 2000, and 2001. The school opened in 1945.

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 25 classrooms, a cafeteria, library, head-start, family learning center and an administration office. The main campus was built in 1945. Additions were constructed in 1984 and in 1985. Nine portable classrooms were constructed over the periods of 1984, 1985, 1990, 1991, 1992, 1994, 1998, 2000 and 2001. The school opened in 1945.

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 leveling, asphalt

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)	12	10	27	28	48	48
Mathematics (grades 3-8 and 11)	4	2	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	299	98.36	9.7
Male	157	152	96.82	7.24
Female	147	147	100	12.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	279	275	98.57	9.82
White	14	14	100	14.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	300	295	98.33	9.49
English Learners	243	238	97.94	9.66
Students with Disabilities	75	74	98.67	1.35
Students Receiving Migrant Education Services	18	18	100	11.11

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	300	99.01	2.33
Male	157	154	98.09	3.25
Female	146	146	100	1.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	279	276	98.92	2.54
White	14	14	100	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	299	296	99	2.03
English Learners	243	240	98.77	2.92
Students with Disabilities	75	74	98.67	0
Students Receiving Migrant Education Services	18	18	100	5.56

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)	19	14	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	19.5	24.1	18.4

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

Contact Person: Ignacio Cantu Jr. @ (209) 574-8422

Shackelford has many opportunities for parent involvement through the following: Second Cup of Coffee, English Learner Parent Partnership (ELPP), SSC, Volunteering, and our Parent Involvement/Engagement Committee. The Second Cup of Coffee has parent participation with the parents asking for topics such as gang awareness, nutrition classes, CPR and other topics they request through the community aid. Parents also have the ability to come to all ELPP and SSC meetings to hear and be part of the School's plan and give input. Our Parent Involvement/Engagement Committee is another avenue for parents to get involved and help with parent participation. There is also an option for parents to come and volunteer in the classroom and many parents participate by assisting teachers in the classroom.

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	2.6	3.8	2.8	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

The Shackelford School Safety Plan includes the following components: Introduction-Emergency Phone Lists, Immediate Action Response, Student and Parent Reunification, Maps, Evacuation Routes and Procedures, Students Speaking Out and Safety Hotline Information, Dress Code, Personal Characteristics of students and staff, and our School's Physical, Cultural, and Social Environments. The plan is reviewed annually by staff and Safety Committee members, and Safety Committee meetings are held two times per year. Student safety is a priority at Shackelford School. Safety begins with adequate adult supervision. Teachers and staff are responsible for student safety each day before school, during recess periods, and after school. In addition, the Administrator of Pupil and Staff Services, K6, custodians, and yard duty staff monitor school entrances and hallways before, during and after school. Six part-time crowd control/noon duty supervisors have been hired to supervise noon recess activities and recess. One part-time adult supervisor serves as a crossing guard before and after school. To ensure that students are safe throughout the day, a variety of safety procedures have been established. A comprehensive School Safety Plan that describes these procedures has been developed and is evaluated regularly by the site Safety Committee. Safety procedures are in place to monitor adults entering the campus. All gates to the campus are locked during school hours except the main gate located near the main office. This main gate is to remain closed at all times for safety. All adults who enter the school must register in the school office and wear a visitor badge including substitute teachers. Signs are present at entry points to notify parents and adults of this requirement. Safety /lockdown drills and fire drills occur regularly to provide on-going training in the event of an emergency.

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	2003-2004	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	23		4		24		4		22	1	3	
1	23		3		23		3		24		3	
2	24		3		22		3		23		3	
3	22	1	4		24		3		18	1	3	
4	34			2	26	1		2	34			2
5	26	1	2		26	1	1	1	23	1	3	
6	25	1	2		23	1	2		26	1	2	

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	0.5	N/A
Social Worker	0	N/A
Nurse	0.4	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	\$11,616.35	\$3,587.23	\$8,029.12	\$99,583.44
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	-7.6	14.4
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	19.9	26.1

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