

# Tuolumne 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Tuolumne Elementary School
<b>Street</b>	707 Herndon Rd
<b>City, State, Zip</b>	Modesto, Ca 95351
<b>Phone Number</b>	(209) 574-8442
<b>Principal</b>	Linda Diaz
<b>E-mail Address</b>	diaz.l@monet.k12.ca.us
<b>Web Site</b>	<a href="https://tuolumne.mcs4kids.com/">https://tuolumne.mcs4kids.com/</a>
<b>CDS Code</b>	50711676052849

<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)

TUOLUMNE ELEMENTARY SCHOOL, situated in the southern suburban section of Modesto, California, is a PreK-6th grade campus that proudly serves approximately 700 students throughout a traditional calendar school year. Our learning environment is filled with diverse and multi-cultural students who are eager to learn and a dedicated staff committed to preparing those students to be successful, lifelong learners. Tuolumne provides a rigorous standards-based curriculum in Reading Language Arts, Mathematics, Science, History Social Science and Physical Education. All students are held to high standards of academic and behavioral expectations and we offer multiple opportunities for intervention that allow every student to learn and succeed academically, socially, physically, and emotionally. Students are expected to monitor their own learning using critical thinking and creative problem solving skills daily and demonstrate a respect for and appreciation of our community's cultural diversity. At Tuolumne we take great pride in celebrating student achievements including Monday Morning Announcements, Trimester Principal Awards, Honor Roll Awards, Student of the Month, Character Trait of the Month, Perfect Attendance, "Tiger Paws" coupons and Accelerated Reader (AR) points earned. Opportunities for student leadership and extracurricular activities include Student Council, orchestra, band, chorus, and traffic safety patrol. After School Education and Safety Program (ASES) offers a three-hour after school program on student attendance days. The ASES program provides enrichment such as arts and crafts, games, cooking, fieldtrips and outside instruction in activities such as dance and music. Homework help is provided. Police Activity League (PAL) assistants also help with tutoring our students. The ASES Program is integrated with Tuolumne's After School Academic Opportunities for one hour Tuesday through Friday. The After School Academic Opportunities are provided by classroom teachers who deliver student instruction for a specific educational focus to increase students' learning and understanding in reading and/or math. Tuolumne School partners with Stanislaus Partners In Education (SPIE) and Frito-Lay to provide additional learning opportunities for our students. Our Mission Statement: At Tuolumne Elementary School we believe every student has the opportunity to grow to their fullest potential academically, socially, emotionally and physically by means of rigorous and relevant quality instruction, within a safe and positive learning environment fostering lifelong learning for success in a global society. Goals for the current year: 1. Literacy: Improving the reading and writing achievement of all students with mastery of the California standards, implementing the district approved state adopted curriculum, and using best teaching practices that encourage high student achievement. 2. Math: Improving the mathematical skills of all students with mastery of the California standards, emphasizing the application of skills to solve math problems and to use high level critical thinking skills to analyze mathematical processes. Fully implementing the district approved state adopted Mathematics curriculum. 3. Technology: Increase the use of technology by staff using Mobi technology for more effective instruction and for students using Reading Writing and Mathematics based computer programs to practice skills and increase learning. 4. English Language Development: Implement with fidelity the district adopted state approved English Language Development curriculum to maximize the opportunities for English learners to meet the criteria for redesignation. 5. Provide interventions for students who are at risk of not successfully achieving the standards at their grade level.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	72
<b>Grade 1</b>	89
<b>Grade 2</b>	83
<b>Grade 3</b>	84
<b>Grade 4</b>	89
<b>Grade 5</b>	101
<b>Grade 6</b>	79
<b>Total Enrollment</b>	597

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

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	1.7
Filipino	0
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0
White	3
Two or More Races	1.7
Socioeconomically Disadvantaged	98.3
English Learners	66.5
Students with Disabilities	7
Foster Youth	0.7

## 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	24	28	31	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](http://mcs4kids.com).

Safety procedures are followed according to District policy:

- . One gate is open in the morning from 7:45 a.m. to 8:40 a.m.
- . The gate is monitored by an adult until locked at 8:40 a.m.
- . All visitors must sign in at the office and state their purpose for visiting to obtain a visitor's pass. After 8:40 a.m. the only access to the campus is through the office.
- . Students are supervised before/after school, at recesses and lunch by a yard duty staff.

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 32 classrooms, a cafeteria, pre-school, head-start, and an administration office. The main campus was built in 1950. Additions were constructed in 1953 and in 1955. Twenty portable classrooms were constructed over the periods of 1966, 1968, 1976, 1981, 1989, 1991, 2000, 2001 and 2002. The school opened in 1950.

#### 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	
<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		Fire system
<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			

**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)	17	13	27	28	48	48
Mathematics (grades 3-8 and 11)	11	10	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	363	351	96.69	12.82
Male	182	177	97.25	10.17
Female	181	174	96.13	15.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	331	319	96.37	13.17
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	356	345	96.91	13.04
English Learners	277	268	96.75	12.31
Students with Disabilities	35	35	100	0
Students Receiving Migrant Education Services	--	--	--	--
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	362	356	98.34	10.39
Male	182	181	99.45	12.71
Female	180	175	97.22	8
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	330	324	98.18	10.49
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	355	349	98.31	10.6
English Learners	276	273	98.91	9.52
Students with Disabilities	35	35	100	0
Students Receiving Migrant Education Services	--	--	--	--
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)	38	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	14.1	11.1	10.1

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)

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Contact Person: Christy Trujillo at 576-4661

Parents at Tuolumne School have the opportunity to work collaboratively in the following activities:

- <https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=34431&SectionId=579608> Parent/Teacher Conferences
- English Learner Parent Partnership is composed of representatives that advise on bilingual decisions to better serve the student population.
- School Site Council (SSC) assists in developing, reviewing and approving the school plan and annual categorical budget.
- The Tuolumne School Safety Committee reviews and revises the school safety plan to ensure that the school maintains a Safe and Secure Learning Environment.
- Volunteering in the classroom and with school activities.
- Second Cup of Coffee is an informal information meeting addressing topics that are of interest to parents and connected to better serve the Tuolumne Community at large.
- Tuolumne's Headstart Preschool offers parenting classes on a regular basis throughout the school year.

Additional Contact Persons:

Principal: Linda Diaz 574-8442

Vice Principal: Veronica McCabe 574-8442

Contact Person: Rosa Garcia 574-8442



## 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
<b>Suspensions</b>	4.6	2.2	2.3	4.6	3.9	3.7	3.8	3.7	3.6
<b>Expulsions</b>	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)

Tuolumne Safety Committee updated and approved the Safety Plan in September, 2016. Public notices were sent out to the public in September, 2016 inviting them to view the Tuolumne School Safety Plan. Key Elements Included:

- Safe and Secure Learning Environment
- Crisis/Emergency Procedures
- School Area Pedestrian Safety Plan
- Site Specific Dress Code
- Tuolumne School Discipline Plan
- Please Note: The Tuolumne School Safety Plan is available at all times for review.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2003-2004	2004-2005
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	19
<b>Percent of Schools Currently in Program Improvement</b>	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	21	2	2		24		4		24		3	
1	24		4		21	1	3		22		4	
2	22		4		24		4		21	1	3	
3	24		4		24		4		21		4	
4	28		3		34			3	30		3	
5	27		3		34			2	34			3
6	32		2	1	27		3		26		3	

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	0.4	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	\$13,071.85	\$4,062.48	\$9,009.37	\$102,012.15
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	4.0	17.2
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	31.3	29.2

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