

Roosevelt Junior High 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	Roosevelt Junior High School
Street	1330 College Ave.
City, State, Zip	Modesto, Ca, 95350
Phone Number	(209) 576-4871
Principal	David Sanchez
E-mail Address	sanchez.d@monet.k12.ca.us
Web Site	https://roosevelt.mcs4kids.com/
CDS Code	50711676052807

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)

Mission: All students and staff will learn at the maximum academic level possible.

Vision: Roosevelt Junior High will be the highest performing junior high in Stanislaus County and will be a California School to Watch. It will be a safe environment, free of disciplinary distractions, and composed of students and staff who are encouraging and positive. Roosevelt Junior High was established in its current location in 1951. Roosevelt serves the local students who feed into the junior high from 7 different elementary schools. There are approximately 140 students from all over Modesto on inter/intra district transfers and No Child Left Behind transfers. Roosevelt's enrollment is approximately 840 students including all special education programs. The student population is very diverse, ethnically and linguistically. Currently Roosevelt student population is 55% Hispanic, 29% White, 3% African American, and the remaining 16% is made up of Asian, Native American, Pacific Islander, and two or more races. Over 167 students at Roosevelt are designated English Learners. Roosevelt serves the "newcomers" who have only been in the United States 4 years or less, and long term EL students who have been in the US longer than 4 years. Academic Language Development classes, or ALD, are offered to support our long term English Language Learners. To support the newcomers for the entire district, the Language Institute was developed. The Language Institute is intensive language acquisition classes that also incorporate the core subject material. The students have an ELD class (English Language Development), acculturation, and Spanish for Spanish Speaker. The students are out with the general education students for math, science, history and PE.

For our general education students who need extra help, Roosevelt has developed math support classes called Math 180. The students in these classes have an extra math class in place of their elective. Study skills was also developed as an intervention for students that struggle in multiple subject areas. Study Skills involves working with students on basic skills needed to be successful in all areas of education and life. For struggling readers, Read 180 is offered. This is a computer based class that is proven to bring students reading level up multiple grade levels if they are behind.

In addition to general education students, there are four special day classes, one is a severely handicapped class, two are learning handicapped classes, and one is for students who are limited learning handicapped. All of the special education classes have credentialed teachers along with multiple instructional para professionals to support the students.

Roosevelt also offers a complete GATE/Honors program for students who show potential for moving on to advanced placement classes in high school. Elective choices include Band, chorus, string orchestra, art, computers, Robotics, Spanish, and Study Skills. Roosevelt has made many strides to keep up with the technology movements in our society. There is one dedicated computer lab, and nine COW's (Computers On Wheels), that hold thirty-nine laptops each. In order to keep up with the needs of these many portable devices the school has wireless capabilities throughout.

Roosevelt has a dedicated staff of both veteran and newer teachers. They do everything they can to make sure the students are learning. After school tutoring is offered Monday through Thursday for any students. There are also a variety of after school clubs for students to become involved with. For a more committed after school experience Roosevelt also houses a free After School Program where more than 120 students attend up to 6:00 P.M. Students have the opportunity to do homework and become involved in many activities ranging from sports to cooking club.

Roosevelt prides itself in our academics. Students are rewarded as much as possible for their hard work and dedication. With our Renaissance and Positive Behavior Support Program (PBIS), students with good grades and/or positive behavior are rewarded. Staff and students both enjoy being at Roosevelt. A lot of importance is placed in Roosevelt PRIDE. Proud Roosevelt Individuals Developing Excellence. Roosevelt also encourages students to exhibit three character traits every day. Roughriders are Respectful, Kind, and Honest.

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

Grade Level	Number of Students
Grade 7	439
Grade 8	392
Total Enrollment	831

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.4
Asian	3.6
Filipino	0.7
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	0.6
White	28.8
Two or More Races	3.1
Socioeconomically Disadvantaged	70.9
English Learners	19
Students with Disabilities	16.8
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	27	36	42	858
Without Full Credential	2	3	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	Holt, 2004	Yes	0
Mathematics	Utah Middle School Math 2017	Yes	0
Science	Glencoe, 2007	Yes	0
History-Social Science	McDougal Littell, 2006	Yes	0
Foreign Language	Prentice Hall, 2007	Yes	0
Health	Glencoe, 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions – General Information (Most Recent Year)

Please review and update the information below as needed.

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.

Roosevelt is proud to use a state-of-the-art digital marquee to the northwest side of the campus to keep students and parents informed of everything Roosevelt.

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 38 classrooms, a cafeteria, multipurpose room, library, locker room and an administration office. The main campus was built in 1951. Additions were constructed in 1954, 1955, 1970, 1980, and 2000. Twelve portable classrooms were constructed over the periods of 1955, 1990, and 1991. 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: 11/28/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Office HVAC units need replaced, Replace Boiler in Lockerroom.
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		Rooms 29-31 need replaced, Rooms 32-35 need replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/28/17				
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)	34	38	27	28	48	48
Mathematics (grades 3-8 and 11)	22	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	835	797	95.45	38.14
Male	438	414	94.52	31.88
Female	397	383	96.47	44.91
Black or African American	25	25	100	20
American Indian or Alaska Native	--	--	--	--
Asian	31	28	90.32	39.29
Filipino	--	--	--	--
Hispanic or Latino	473	452	95.56	32.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	233	226	97	49.56
Two or More Races	31	31	100	48.39
Socioeconomically Disadvantaged	583	553	94.85	29.84
English Learners	262	231	88.17	19.48
Students with Disabilities	137	137	100	5.11
Students Receiving Migrant Education Services	17	17	100	5.88
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	826	816	98.79	25.61
Male	432	426	98.61	25.35
Female	394	390	98.98	25.9
Black or African American	25	25	100	8
American Indian or Alaska Native	--	--	--	--
Asian	31	30	96.77	16.67
Filipino	--	--	--	--
Hispanic or Latino	466	461	98.93	20.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	232	229	98.71	39.74
Two or More Races	30	30	100	30
Socioeconomically Disadvantaged	574	567	98.78	18.34
English Learners	261	257	98.47	11.28
Students with Disabilities	135	135	100	5.93
Students Receiving Migrant Education Services	17	17	100	0

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)	62	57	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
7	17.1	28.5	40.4

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)

Parents have many opportunities to become involved in their child's education. Roosevelt has an active Parent/Teacher/Student/Association (PTSO), English Learner Parent Partnership, and Roosevelt Parent Committee. Roosevelt also offers opportunities for parents to volunteer during the day providing supervision and being positive role model for students. Anyone interested in any of these involvement opportunities may contact the school at 576-4871. Parents/Guardians are also constantly informed through Roosevelt quarterly newsletters, monthly activities calendars, Navigating Junior High Parent meetings, and use of Remind.com

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	9.3	10.2	8.2	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)

Each year the staff reviews the School Safety Plan from the previous year to determine if our goals were met. The staff also sets new goals for the current year. These recommendations are taken to the Safety Committee in September, at the first meeting of the year. The committee finalizes the plan for the school year. This year the staff and the Safety Committee continued to set boundaries for dress code and other important topics that are necessary for school safety. This year the Safety Committee worked in conjunction with the district to implement last year's modifications to the emergency response procedures specific to our site..

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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		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 (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	8	15	10	27	9	17	9	24	22	14	6
Mathematics	27	8	17	6	22	5	1	2	21	6	1	1
Science	29	3	14	9	29	4	16	7	31	3	12	13
Social Science	30	3	12	10	30	3	13	9	28	6	13	10

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	1.5	588
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	2.6	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	\$11,377.46	\$3,150.22	\$8,227.24	\$95,595.75
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	-5.1	9.8
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	22.3	21.1

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

16-17:

Anita Archer Literacy Training- ELA teachers were given a one day training with instructional strategies specific to Language Arts.
AP Training- Six teachers attended content area AP trainings as a means of developing skills to prepare students for high school AP courses.
Professional Learning Community- Five teachers attended a PLC training to gain leadership skill.
Leverage Learning- Six teachers attended a leadership training.
AVID- Seven teachers and a counselor attended an AVID training as a means of gaining the skills necessary to implement the AVID elective at Roosevelt.
Project-Based Learning- Our teaching librarian attended a conference to learn about project based learning.
Math conferences- several math teachers attended a Joe Boaler training as well as the National Math Conference.

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
Schology
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