

Mark Twain Junior High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Mark Twain Junior High School
Street	707 Emerald Avenue
City, State, Zip	Modesto, CA 95351-1996
Phone Number	(209) 574-1918
Principal	Sherri Louthan
E-mail Address	Louthan.s@monet.k12.ca.us
Web Site	https://marktwain.mcs4kids.com/
CDS Code	50 711676052765

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

School Description and Mission Statement (School Year 2018-19)

It is the mission of Mark Twain staff to facilitate a safe learning environment where students have a variety of opportunities to acquire the knowledge and skills to become life-long learners.

- Every teacher shall provide multiple, frequent, and varied opportunities for students to collaborate by utilizing feedback to promote growth.
- We will promote physical efficiency, build social skills, and develop attitudes and habits, which will lead to healthful living.
- Staff will encourage and support students by recognizing improvements and accomplishments.
- Staff will teach and promote student responsibility and self-advocacy.
- Every teacher will be visually present and will facilitate common and clear procedures for behavioral issues.

Mark Twain Junior High School opened its doors in 1951. Our enrollment is 828 students in the seventh and eighth grade. The instructional program is a blend of academic classes, elective classes and physical education. Students are scheduled into single subject academic classes in Mathematics, Science, Language Arts, and Social Science. An extra period of Language Arts and/or Mathematics is offered to students in need of additional support. In addition, students may be scheduled into Academic Language Development, READ 180 or Math 180 class for extra support. The Academic Language Development class is strategically focused on developing academic language through intensive writing instruction. READ 180 is a comprehensive reading intervention program designed to address individual student needs. The academic curriculum is supported by the electives: Art, Exploring Technology, Orchestra, Band, Journalism, Drama, Spanish, and Choir. Mark Twain had the opportunity to add to the elective program this year: Drama, Spanish for Spanish Speakers, Woods and Automotive. The Woods and Automotive classes are held at Modesto High School and students will spend one semester in each course.

The incentive programs for academic achievement are: Pride Inside program, which provides incentives and awards for outstanding effort and achievement in academics and citizenship. Also, Block MT is an academic-based program that acknowledges students who have met and exceeded academic goals in their core classes. Students are recognized for earning and maintaining a GPA of 4.0. To prepare our students on their transition to junior high school, we start out in the spring visiting elementary schools to talk with their administration and all 6th grade students. We also met with all 6th grade elementary schools teachers who feed into Mark Twain. The English and Mathematics departments met with those teachers in the Spring to align priority standards and where those 6th graders should be upon entering junior high. We then began the year with an orientation for incoming 7th graders and their families. It is a priority for our academic counselor to meet with each student a minimum of once a quarter. These meetings consist of schedule review, diagnosing issues, and addressing concerns at school, and a general awareness of resources available to all students.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	419
Grade 8	362
Total Enrollment	781

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.5
Asian	7.9
Filipino	0.0
Hispanic or Latino	80.0
Native Hawaiian or Pacific Islander	0.4
White	4.2
Socioeconomically Disadvantaged	98.2
English Learners	27.9
Students with Disabilities	12.0
Foster Youth	0.9

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	33	39	36	697
Without Full Credential	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: December 2017

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, 2018 Read 180: HMH rBook and HMH LBook, Stage B Next Generation; HMH 44Book, Stage B HMH Next Generation (paperback and audio) Book Collection; HMH Topic Software, Next Generation Designated ELD Course: Language Central, Pearson Reality Central, Pearson	Yes	0
Mathematics	Math 7/Math 7 Honors: Utah Middle School Math Grade 7, Rossi, Cummins, Wiley, 2014 Math 8/Math 8 Honors: Utah Middle School Math Grade 8, Rossi, Cummins, Wiley, 2014 Math 180 Course I: Math 180 Course I mSpace, Scholastic Pre Secondary Math I Honors: Utah Middle School Math Grade 7, Rossi, Cummins, Wiley; Utah Middle School Math Grade 8, Rossi, Cummins, Wiley, 2014 Secondary Math I Honors: Secondary One Mathematics: An Integrated Approach, Mathematics Vision Project, 2017	Yes	0
Science	Glencoe, 2007	Yes	0
History-Social Science	McGraw-Hill, California IMPACT, 2019	Yes	0
Foreign Language	Spanish 1, 2, 3, 4: Prentice Hall, 2007	Yes	0
Health	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.

The following procedures are in place at Mark Twain Junior High School to provide a safe campus for students, staff and visitors. Monthly briefings by the administration with campus supervisors are conducted to share information about school security. During the school day, campus supervisors, the staff, and administrators monitor the campus to ensure campus safety. A campus supervisor is assigned bike patrol to monitor the campus. All visitors to the Mark Twain campus are required to check-in at the office and are required to wear visitors' badges. Teachers and security staff monitor students during passing periods to ensure an orderly transition from class to class. A yard duty is employed as extra support during the day. Administration, campus supervisors, yard duty, support staff and teachers supervise designated areas at the beginning of school and dismissal while students are leaving the campus. Cabinet meetings are held by the administration to assess the overall safety of the Mark Twain campus. The Safety Committee, which consists of teachers, other school staff, students and parents, meets periodically with the administration to discuss school safety concerns and to make recommendations for improvement. Modifications are made when necessary.

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: 9/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	1st toilet leaks a lot at the vacuum breaker.

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 9/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Faucet/fountain are very loose.
Safety: Fire Safety, Hazardous Materials	Good	Chlorox wipes are stored under the sink. 2 unlabeled spray bottles and Lysol are stored under the sink. More than 20% of the walls are covered in paper products.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/4/2018	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	22.0	22.0	28.0	31.0	48.0	50.0
Mathematics (grades 3-8 and 11)	8.0	12.0	19.0	21.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	782	781	99.87	22.28
Male	406	406	100.00	17.73
Female	376	375	99.73	27.20
Black or African American	14	13	92.86	7.69
American Indian or Alaska Native	--	--	--	--
Asian	59	59	100.00	28.81
Hispanic or Latino	633	633	100.00	21.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.00	26.47
Two or More Races	14	14	100.00	21.43
Socioeconomically Disadvantaged	773	772	99.87	22.28
English Learners	475	475	100.00	18.32
Students with Disabilities	97	97	100.00	1.03
Students Receiving Migrant Education Services	19	19	100.00	15.79
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	783	782	99.87	11.64
Male	407	407	100	10.07
Female	376	375	99.73	13.33
Black or African American	14	13	92.86	0
American Indian or Alaska Native	--	--	--	--
Asian	59	59	100	18.64
Hispanic or Latino	633	633	100	11.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100	11.43
Two or More Races	14	14	100	14.29
Socioeconomically Disadvantaged	774	773	99.87	11.64
English Learners	475	475	100	8.63
Students with Disabilities	96	96	100	0
Students Receiving Migrant Education Services	19	19	100	15.79
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.2	23.2	23.7

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

The staff at Mark Twain understands and values the unique perspective offered by our students' parents and families. Therefore, we invite and encourage them to participate on the following committees to share their insight to improve the programs we provide to our students: Campus Safety Committee, English Learner Parent Partnership, Positive Behavior Intervention and Support Committee and School Site Council. For additional information about these programs, please contact the school office at (209) 576-1918

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.8	5.6	13.8	3.9	3.7	3.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Mark Twain maintains a Campus Safety Committee that develops an annual School Safety Plan. Members of this committee include site administrators, teachers, classified staff, students, and parents. The committee meets regularly during the school year to ensure that key provisions of the School Safety Plan are implemented and updated as needed. A copy of the School Safety Plan is available to the public in the main office.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	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	23.0	22	17	5	24.0	18	22	3	24.0	17	22	2		
Mathematics	11.0	7	1		14.0	5	3		28.0	3	20	6		
Science	28.0	3	14	9	28.0	3	16	8	30.0	1	19	5		
Social Science	27.0	5	13	10	27.0	4	16	9	28.0	3	18	7		

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	516
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	0.4	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	2	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,767.81	\$3,444.94	\$8,322.87	\$88,045.35
District	N/A	N/A	\$9,091.59	\$86,473
Percent Difference: School Site and District	N/A	N/A	-8.8	1.8
State	N/A	N/A	\$7,125	\$79,128
Percent Difference: School Site and State	N/A	N/A	15.5	10.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 past year LCAPs can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap/workshops-2017-2018>. 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,836	\$47,903
Mid-Range Teacher Salary	\$86,473	\$74,481
Highest Teacher Salary	\$105,363	\$98,269
Average Principal Salary (Elementary)	\$117,964	\$123,495
Average Principal Salary (Middle)	\$123,319	\$129,482
Average Principal Salary (High)	\$141,271	\$142,414
Superintendent Salary	\$253,236	\$271,429
Percent of Budget for Teacher Salaries	32.94%	34.64%
Percent of Budget for Administrative Salaries	5.20%	5.14%

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)

Professional Development opportunities are designed to assist educators with effective educational practices designed to increase student outcomes. Opportunities are varied and include guest speaker presentations, conferences, after school workshops or training, collaboration, individual mentoring, etc. Professional Development is often specific to accommodate various grade levels and/or content areas.

2016-17:

- Leverage Learning – PLC Leadership Teams
- DuFour PLC Teams
- Anita Archer K-12 Writing and Literacy
- Steve Ventura – Visible Learning K-12
- Alan November – Future Ready Tech Training 7-12
- Horacio Sanchez Culture TK – 12
- Instructional Technology
- Instructional Rounds/Walkthroughs
- ELA Pilot Training K-6 and 9-12
- Anita Archer K-12 Writing and Literacy
- Literacy Strategies 7-12
- Step Up to Writing K-2
- Lessoneer Digital Curriculum 7-12
- Fractions 3-5
- Positive Behavior Intervention and Support (PBIS)
- Effective Classroom Management
- Restorative Practices
- DIBELS for New Educators K-1
- DIBELS Grade 2
- Math Vision Project (MVP) Curriculum 9-12
- Math Lesson Design 7-8
- NGSS Science Implementation 7-8
- NGSS Science Equipment & Technology 9-12
- CTE Career Training 9-12
- Document Based Questioning (DBQ) for Social Sciences 9-12

2017-18:

- 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

2018-19:

EdTech Teachers Instructional Technology Training
K-12 Visible Learning Conference
K-2 Reading Mastery
TK-6 Fair Act Training
TK-6 PD NGSS Overview
2016 History Social Science Framework
3-5 Genre Writing

3-6 Corrective Reading

7-8 ELA StudySync 2.0

7-8 ELA StudySync Curriculum Implementation

7-8 Math: Deeper Dive into the CAASPP Blueprint and Item Types

7-8 Math: Learning Intentions & Success Criteria for Grade Level Priority Standards

7-8 NGSS Science Overview

7-8 Percussion Pedagogy for Music Teachers

7-8 Social Science Curriculum (Impact) Implementation

7-8 Social Science Impact 2.0 Training

7-8 String Pedagogy for Music Teachers

7-8 Taking Action: Implementing Effective Mathematics Teaching Practices

7-8 ALD Monthly PD Meetings

7-12 Advanced OneNote

7-12 AVID Excel Tutor Training

7-12 AVID Professional Development Modules

7-12 AVID Summer Institute

7-12 AVID Writing in the Margins and Questioning Strategies

7-12 Bilingual English Learner Leadership Network SJCOE

7-12 CAASPP Math Assessments

7-12 Collaboration 'How To's' for Math

7-12 Desmos

7-12 Discrete Math for Junior High and High School

7-12 EL Shadow Training

7-12 ELA Performance Task Writing

7-12 ELPAC Training/EL Alliance Conference

7-12 Geometry for the Common Core

7-12 Kristin Anderson – Teacher Efficacy

7-12 Kristin Anderson – Training for Principals and Teacher Leaders for Building Self and Collective Efficacy

7-12 Leverage Learning – PLC Leadership Teams

7-12 Librarian Site & State Database Online Resources: Britannica, Proquest, Follett

7-12 Library Collaboration Strategies: Naviance; Library Websites; StanCo Library; GVRL course-specific collections; IC Collections

7-12 Math 180

7-12 NGSS 3D Assessments

7-12 NGSS Cross Cutting Concepts

7-12 OneNote in the Math Classroom

7-12 PBIS Tier 2 & 3 Supports: Working with Agitated Students

7-12 Positive Behavior Intervention and Support (PBIS)

7-12 Professional Learning Community Conference

7-12 Read 180 Cadre PD

7-12 Read 180 Follow-up PD

7-12 Read 180 Implementation PD

7-12 Restorative Practices

7-12 Restorative Practices

7-12 Schoology Assessments

7-12 Science Safety Training

7-12 Suicide Prevention Training

7-12 Trauma Informed Practices for Counselors

9-12 ALD Monthly PD Meetings

9-12 ALD New Curriculum (Edge) Training

9-12 Biology Curriculum

9-12 California State Athletic Directors' Conference

9-12 Chemistry Curriculum

9-12 Conducting Clinic for Instrumental and Vocal Music

9-12 Earth Science/Physics - NGSS Implementation

9-12 ELA StudySync New Teacher Curriculum Training

9-12 ELA StudySync Refresher
9-12 Every 15 Minutes Training
9-12 Floral Certification Training
9-12 Health Teacher Curriculum Training – CHYA; Suicide Prevention; Student Wellness; Human Trafficking
9-12 Jazz Studies for Instrumental Music
9-12 Math Vision Project (MVP) Curriculum
9-12 Naviance for Counselors
9-12 New ALD (Designated ELD) Teacher Training
9-12 Pre-AP English Course Curriculum Training
9-12 Sexual Health Educator Training
9-12 Teaching Strings for Instrumental Music
American Heritage Essay Writing
DBQ Training
UC, Davis California History/Social Science Project