

Burbank Elementary

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Burbank Elementary
Street	1135 Paradise Rd.
City, State, Zip	Modesto, CA 95351-2999
Phone Number	(209) 576-4709
Principal	James Mendonca
E-mail Address	mendonca.j@monet.k12.ca.us
Web Site	http://mcsold1.monet.k12.ca.us/schools/Burbank/default.aspx
CDS Code	50711676052641

District Contact Information	
District Name	Modesto City Elementary School District
Phone Number	(209) 576-4011
Superintendent	Pam Able
E-mail Address	able.p@monet.k12.ca.us
Web Site	www.mcs4kids.com

School Description and Mission Statement (Most Recent Year)

The Burbank Elementary Family will promote a learner-centered education in a cheerful, pleasant atmosphere. Students will be encouraged to develop academically, physically, socially and emotionally, fostering a life-long desire to learn.

In order to achieve our mission Burbank Elementary utilizes the Modesto City Schools District Vision C3 model of Communication, Collaboration, and Celebration.

COMMUNICATE: Information regarding the Common Core State Standards is presented to all stakeholders. Presentations to parents occur during Site Council, English Language Advisory, and Parent Coffee meetings. Teachers gain information through District and site trainings. Academic and behavioral expectations are established school-wide and communicated through parent conferences, site level meetings, and school publications. Burbank Elementary is committed to increasing the level of communication with all parents, students and staff.

COLLABORATE: Teachers meet biweekly to analyze and create plans of action to increase the level of student achievement. Our instructional staff works diligently to prepare our students for the upcoming Common Core State Standards and next generation assessments by designing and delivering instruction that is both rigorous and relevant. Burbank is committed to highlighting effective instructional practices and acquiring the resources necessary to achieve our goals. Parents are actively sought out as partners in our school improvement endeavors. Volunteering is encouraged both at the classroom level as well as school-wide through committees and special projects. Second Cup of Coffee Meetings are designed to provide parents with information and learning opportunities that will assist them in working with their students at home. Site administration works with students, teachers, and parents at the school level as well as with district leadership to strengthen partnerships and build better understanding of our goal to raise the level of student achievement at Burbank Elementary.

CELEBRATE: Through our efforts to communicate and collaborate, we are committed to celebrating the accomplishments of our school community. Student recognition programs for both academic and social achievements are implemented. Students are recognized for their accomplishments via broadcasted school-wide messages, school marquee messages, newsletters, and the district/school website etc. We will know that we as a school community of staff, parents and students have achieved our vision when all students who pass through our hallways leave Burbank as successful, academically and socially capable, self-reliant problem solvers who are on their way to College and Career ready.

Burbank School Description: Burbank School was built in 1939. Located in the southwest section of Modesto, CA. Our enrollment is 765 students in the Transitional Kindergarten through 6th grade. Macmillan/McGraw Hill Language Arts program Early Learning Math program (K) and Engage NY (1st-6th) 57% English Learners School-wide PeaceBuilders program 1 Instructional Coach supports teachers and assists at-risk students. ASES Program (After School Program) Bi-weekly collaboration meetings for teachers. Head Start and Part Day State Preschool Program

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	146
Grade 1	93
Grade 2	96
Grade 3	93
Grade 4	88
Grade 5	91
Grade 6	73
Total Enrollment	680

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	5.6
Filipino	0.0
Hispanic or Latino	80.1
Native Hawaiian or Pacific Islander	0.0
White	7.9
Two or More Races	1.9
Socioeconomically Disadvantaged	95.7
English Learners	61.2
Students with Disabilities	12.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	25	27	34.2	702.3
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	98.82	1.18
High-Poverty Schools in District	98.80	1.20
Low-Poverty Schools in District	100.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: December 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/McGraw-Hill, 2009	Yes	0
Mathematics	Grade TK: Little Treasures MacMillan/McGraw-Hill 2008; Grade K: Early Learning Mathematics; Grades 1-6: EngageNY	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)

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.

Based on the latest Williams Act Facility Inspection (8-25-2014) evaluation it was noted that no significant deficiencies were found that could be categorized as an "emergency or urgent threat to the health and safety of the pupils or staff." Burbank received an overall facilities rating of "good". Site staff is working in conjunction with district personnel to address areas that are in need of repair.

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 31 classrooms, a cafeteria building, a library, a family learning center and an administration office. The main campus was built in 1943. Additions were constructed in 1948 and in 1955. Fourteen portable classrooms were constructed over the periods of 1965, 1987, 1988, and 1998. The school opened in 1943.

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 2014-15 school year, the district has budgeted \$1.2 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.2 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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/10/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Café, 13, Restroom: Flooring needs replaced in café
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Admin, 1-8: Fire alarm.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Grounds: field leveling.

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	24	23	14	48	46	48	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48
All Student at the School	14
Male	21
Female	8
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	11
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	15
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	38	36	35	43	44	41	54	56	55
Mathematics	40	39	41	49	46	43	49	50	50
History-Social Science				41	41	41	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	1	1
Similar Schools	5	3	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-9	-18	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-10	-24	12
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-9	-18	8
English Learners	-1	-14	-1
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.4	26.6	34.0

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Contacts:

James Mendonça, Principal or Mrs. Antoinette Chambers, Administrative Assistant
Contact Phone No.:(209) 576-4709

Burbank Elementary School's plan to increase parent involvement:

COMMUNICATE

Communication between home and school is regular, two-way, and meaningful.

- A Parent-School-Student Compact is provided annually. This compact describes the school's responsibility to provide high-quality curriculum and instruction and an effective learning environment, the student's responsibility to learning as well as how parents are responsible for supporting their child's learning by monitoring attendance, homework completion, volunteering and participating in school activities.

- Monthly newsletters are sent home to inform parents of upcoming events and important information.
- Parents are invited to an annual Title 1 Parent Meeting where parent rights, parent involvement opportunities, Title I Programs, student performance data analysis, parent/teacher/student compacts, and Title I requirements are explained.
- Burbank hosts a Back-to-School Night at the beginning of the school year as an opportunity for parents to meet their child's teacher and receive information about classroom routines, expectations, and grade level curriculum.
- Comprehensive Needs Assessment Surveys are sent out annually to provide feedback for staff and parents on the school's progress.
- Parents are welcome to participate at school and are actively pursued for volunteering.
- Parents are encouraged to participate in committees such as School Site Council, English Learners Advisory Committee and the School Safety Committee. Meeting agendas are published 72 hours in advance for these meetings and all parents are encouraged to attend even if they are not an elected member.
- Parents are given the opportunity to nominate and elect fellow parents to various leadership roles that provide oversight for the school such as SSC, ELAC, and School Safety Committee.
- Teachers will conference with parents via telephone, written notes or in person and help parents with strategies for supporting school work and homework.
- Parents are provided progress reports mid-way through the trimester and report cards at the end of each trimester. These detail their child's academic progress for the school year.
- Academic Conferences are scheduled twice a year to facilitate communication regarding individual student's academic and social progress.
- Parents are able to communicate with their child's teacher for clarification on issues pertaining to their child.
- Students in 5th and 6th grade are provided daily academic planners to assist in home/school communication regarding assignments and upcoming projects.
- Parents of intermediate students will be given access to PowerSchool to monitor attendance and grades via the district's website.
- School newsletters and other important school information are sent home in English and Spanish.
- Parents receive automated phone messages (School Messenger) reminding them of important upcoming events, minimum days, important deadlines or school safety concerns, etc.
- A copy of the Parental Involvement Plan and Single School Plan for Student Achievement is located in the front office so that it is accessible to parents.

COLLABORATE

Parents play an integral role in assisting student learning. Student achievement will increase through effective collaboration between the home and school.

- Parent support and assistance is needed and welcomed.
- The school partners with parent and community organizations, such as local businesses and the Center for Human Services, to assist in achieving our school goals.
- Parenting skills are promoted and supported.
- Parenting workshops are provided to help educate parents on child-rearing strategies and social development awareness.
- Data gathered from comprehensive needs assessment surveys are reviewed and analyzed by committees comprised of both parents and teachers annually.
- ELAC meetings are held at least 5 times throughout the year. These meetings are an opportunity for parents of English Learners to analyze site data, learn about various programs available for English Learners as well as provide input on the quality and effectiveness of those programs.
- SSC (School Site Council) meetings are held monthly. These meetings review the Single School Plan for Student Achievement. The council helps monitor and evaluate the effectiveness of the programs and helps determine the funding for various activities that promote student achievement.
- Parents are encouraged to participate in the district level committees such as DELAC and DAC.
- The Burbank School Library is open briefly after school to Burbank parents who wish to come in with their students to look at books and/or check out books to take home.

CELEBRATE

It is imperative to take time to celebrate our achievements throughout the school year. Parents need to be included in the celebration activities as they play an integral role in their child's success.

- Parents are invited to attend grade level and classroom awards ceremonies
- Parents are invited to the annual Open House Night in the spring to view completed projects and student work.
- Parents are informed of academic achievements such as Spelling Bee winners, essay contest winners, etc. via the school newsletter.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.4	8.2	3.7	12.3	10.6	7.4	5.7	5.1	4.4
Expulsions	0.1	0.1	0.0	0.3	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Burbank School Safety Committee annually reviews and updates the Burbank Elementary School Safety Plan. The safety plan is comprehensive in scope. The plan outlines and describes the steps that students and staff will follow to effectively respond to a variety of emergency situations. The School Safety Committee formally approved the updated version on 10/13/2014. The committee, consisting of site personnel and parents, meets three times a year. The committee provides input into the revision process by utilizing survey information from parents, students and staff. This plan includes information regarding the school's physical, social and cultural environment. Playground Supervision and Student Conduct expectations are outlined. School Crisis/Emergency Procedures including Fire, Lock Down, School Evacuation, and Earthquake guidelines are clearly delineated. A Pedestrian Safety Plan, Attendance Plan and Site Dress Code are also included in the comprehensive safety plan. Site staff receives training on the safety protocol and parents are informed of pertinent procedures via the student conduct code and site newsletters.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2001-2002	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	20
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	24.8	0	4	0	21	2	4		24		6	
1	24	0	4	0	24		4		23		4	
2	22.8	1	3	0	24		4		24		4	
3	24.3	0	4	0	23		4		23		4	
4	25.3	0	3	0	34			3	29		3	
5	32	0	3	0	24	1		2	23	1	3	
6	26.7	1	0	2	24	1	3		24	1	2	

Note: 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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	.4	---
Social Worker		---
Nurse	.7	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	1.6	---
Other	1.0	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,845.08	\$2,635.43	\$5,209.65	\$85,917.79
District	---	---	\$5,795.56	\$78,371.00
Percent Difference: School Site and District	---	---	-10.1	9.6
State	---	---	\$4,690	\$70,788
Percent Difference: School Site and State	---	---	11.1	21.4

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

All students benefit from the district's emphasis on maintaining outstanding libraries. Students living a qualifying distance are provided transportation to and from their school. Special education students, gifted and talented students, and English learners receive the appropriate educational services. Programs are funded through a combination of local, state and federal resources.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,123	\$41,265
Mid-Range Teacher Salary	\$71,396	\$60,386
Highest Teacher Salary	\$93,239	\$78,656
Average Principal Salary (Elementary)	\$103,842	\$98,325
Average Principal Salary (Middle)	\$105,697	\$102,745
Average Principal Salary (High)	\$119,493	\$110,360
Superintendent Salary	\$226,655	\$170,518
Percent of Budget for Teacher Salaries	43.86%	41.14%
Percent of Budget for Administrative Salaries	6.14%	6.07%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

12-13:

- Common Core – 4 Days
- ELA Common Core Transition – 4 Days
- Effective Classroom Management – 2 Days (optional)

13-14:

- Close Reading Research and Strategies with Dr. Tim Shanahan – 1 Day
- Data Works Effective Instructional Strategies – 2 Days
- Teaching Common Core to English Learners by DataWORKs for targeted K-6 Schools – 1 Day (optional)
- Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)
- Cruise in to Common Core for K-6 educators – 3 Days (optional)
- DIBELS for K-1 educators – 2 Days
- Effective Classroom Management – 2 Days (optional)
- Lesson Study for Math and Science Educators – 2 Days (optional)

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