William McKinley Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	William McKinley Elementary School
Street	349 West Valencia Ave.
City, State, Zip	Burbank , CA 91506-3309
Phone Number	818-729-2000
Principal	Liz Salazar-Costella
Email Address	LizCostella@burbankusd.org
Website	http://www.burbankusd.org/wmes
County-District-School (CDS) Code	19- 64337- 6011951

Entity	Contact Information
District Name	Burbank Unified School District
Phone Number	818-729-4400
Superintendent	Matt Hill, Ed.D.
Email Address	MattHill@burbankusd.org
Website	www.burbankusd.org

School Description and Mission Statement (School Year 2019-20)

McKinley, a California Distinguished and Gold Ribbon School , is one of eleven elementary schools in the Burbank Unified School District. Our belief that children are more alike than different enables us to celebrate both the similarities and the differences of individuals in our diverse student population.

Our goals are:

1) Providing a caring and nurturing environment in which every student has the ability to learn and succeed;
2) Encouraging parents as partners and active participants in their child's educational program; and
3) Promoting high expectations and consistent assessment of student progress so that each student may do his or her best.

Our mission is to prepare students to be successful in the 21st century through the use of a variety of resources in a caring, nurturing environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	92
Grade 1	88
Grade 2	82
Grade 3	74
Grade 4	83
Grade 5	73
Total Enrollment	492

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.3
Asian	2.2
Filipino	1.6
Hispanic or Latino	53.7
White	32.7
Two or More Races	2.4
Socioeconomically Disadvantaged	43.3
English Learners	16.3
Students with Disabilities	13.2
Homeless	0.4

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	22	23	702
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: January 2019

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts/K-5 Houghton-Mifflin Reading/Language Arts, c. 2003 Kindergarten Benchmark Advance 9781512578683 2017 4/21/2016Deluxe Pkg. - California Edition– 0-618-17716-7. Grade 1, Benchmark Advance Grade 1 Benchmark 9781512578690 2017 4/21/2016Deluxe Pkg. - California Edition. Grade 2, Benchmark Advance Grade 2 Benchmark 9781512578706 2017 4/21/2016Deluxe Pkg. - California Edition. Grade 3, Benchmark Advance Grade 3 Benchmark 9781512578713 2017 4/21/2016Deluxe Pkg. - California Edition. Grade 4, Benchmark Advance Grade 4 Benchmark 9781512578720 2017 4/21/2016Deluxe Pkg. - California Edition. Grade 5, Benchmark Advance Grade 5 Benchmark 9781512578737 2017 4/21/2016Deluxe Pkg. - California Edition. Reviewed for Adoption 2015-16 Full Implementation 2016-17 Date of Adoption: April 21, 2016	Yes	0%
Mathematics	Kindergarten Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542839 2015 5/7/2015 Grade 1 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542938 2015 5/7/2015 Grade 2 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543010 2015 5/7/2015 Grade 3 Go Math! Premium Plus CA Edition - 8	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Yr Print/8 Yr Digital Houghton-Mifflin 9780544543119 2015 5/7/2015 Grade 4 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548206 2015 5/7/2015 Grade 5 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548275 2015 5/7/2015		
Science	Science/K-5: Adopted for Use Beginning 2007-2008. California Science c. 2006, published by Houghton Mifflin, with the following specific information for each grade level: Kindergarten California Science Kindergarten Kit, ISBN 0-618-76747-9 Grade 1 California Science Pupil Edition, Level 1, ISBN 0-618-68615-0 or Big Book Student Edition Complete Set, Level 1, ISBN 0-618-76737-1 Grade 2 California Science Pupil Edition, Level 2, ISBN 0-618-68616-9 Grade 3 California Science Pupil Edition, Level 3, ISBN 0-618-68617-7 Grade 4 California Science Pupil Edition, Level 4, ISBN 0-618-68618-5 Grade 5 California Science Pupil Edition, Level 5, ISBN 0-618-68619-3 Date of Adoption: May 17, 2007 Harcourt Science K-5, California Edition, c. 2000, Harcourt, Inc. Grade K, ISBN 015-317908-2; 1, 015-317649-0; 2, 015-317651-2; 3, 015-317652-0; 4, 015-317654-7; 5, 015-317655-5 Date of Adoption: April 5, 2001	Yes	0%
History-Social Science	Social Science/Grades K-5 ADOPTED FOR 06-07 SCHOOL YEAR California Reflections, c. 2005, published by Harcourt School Publishers, with the	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	following specific information for each grade level: Kindergarten – California Kindergarten Program, ISBN 015-344135-6 Grade 1 – California Unit Big Book Collection: A Child's View, ISBN 015-3426543-5 or California Student Edition; A Child's View, ISBN 015-338498-0 Grade 2 – California Unit Big Book Collection: People We Know, ISBN 015-348967-7 or California Student Edition: People We Know, ISBN 015-338499-9 Grade 3 – California Student Edition: Our Communities, ISBN 015-338501-4 Grade 4 – California Student Edition: A Changing State, ISBN 015-338502-2 Grade 5 – California Student Edition: The United States: Making a New Nation, ISBN 015-338503-0 Date of Adoption: May 4, 2006		
Visual and Performing Arts	Music/K-5: Adopted for Use Beginning 2007-2008. California Spotlight on Music c. 2006, published by Macmillan/McGraw Hill and Silver Burdett, with the following specific information for each grade level: Grade 2 Pupil Edition, ISBN 002-2965513 Audio CD Package, ISBN 002-2964614 Grade 3 Pupil Edition, ISBN 002-2965521 Audio CD Package, ISBN 002-2964622 Grade 4 Pupil Edition, ISBN 002-296553X Audio CD Package, ISBN 002-2964630 Grade 5 Pupil Edition, ISBN 002-2965548 Audio CD Package, ISBN 002-2964649 Date of Adoption: May 21, 2007 Share the Music, McGraw Hill Date of Adoption: August 19, 1999	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The facility is in Good repair. Normal maintenance and upkeep is being performed. A future project to replace existing relocatable buildings with modular buildings is in process. No improvement project(s) are scheduled at this time. The District takes great efforts to ensure that all of its schools are clean, safe, and functional. To assist in this effort, the District uses the "Facility Inspection Tool" (FIT) developed by the State of California Office of Public School Construction. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. To review the complete results of this survey please visit Administrative Services at the District Administration Building.

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

Year and month of the most recent FIT report: 12/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	CR 12, 19 broken tiles and 14 evidence of leak on ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	58	57	63	65	50	50
Mathematics (grades 3-8 and 11)	50	46	50	51	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	221	98.22	1.78	56.56
Male	114	111	97.37	2.63	51.35
Female	111	110	99.10	0.90	61.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	130	98.48	1.52	50.00
Native Hawaiian or Pacific Islander					
White	69	67	97.10	2.90	71.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	107	105	98.13	1.87	49.52
English Learners	59	58	98.31	1.69	44.83
Students with Disabilities	44	41	93.18	6.82	29.27
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	222	98.67	1.33	45.70
Male	114	112	98.25	1.75	49.11
Female	111	110	99.10	0.90	42.20
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	131	99.24	0.76	34.35
Native Hawaiian or Pacific Islander					
White	69	67	97.10	2.90	63.64
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	107	106	99.07	0.93	38.68
English Learners	59	59	100.00	0.00	33.90
Students with Disabilities	44	41	93.18	6.82	17.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.8	21.1	

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

The McKinley PTA coordinate a wide variety of opportunities for parental involvement through monthly meetings, on campus activities and family nights. Monthly meetings include PTA, and ELAC. Parents are informed of school news, ways to volunteer and upcoming events through monthly newsletters, website, weekly phone calls and emails, push notifications from school App, information on school app, weekly emails from PTA and teacher newsletters. up to date information can be viewed on our website at www.burbankusd.org/wmes.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.4	0.0	1.9	3.0	2.7	3.6	3.5	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 2019-20)

Each school in the district has developed a comprehensive school safety plan with four components.
At McKinley Elementary:

Component 1 "Personal Characteristics of Students and Staff" was addressed through the following activities: Educating our students and staff in becoming more tolerant and aware of the various ethnic and cultural backgrounds that both students and staff bring to our school.

Component 2 "School's Physical Environment" was addressed through the following: safety team evaluates any safety hazards and staff and students know to report. all staff and students are trained on being observant and reporting anything that seems out of place.

Component 3 "School's Social Environment" was addressed through the following programs or activities: students receive weekly social skills lessons in each classroom, positive characteristics are praised at monthly awards ceremonies, students are given "PAWS" notes daily for showing expected PBIS behavior on campus.

Component 4 "School's Culture" was addressed through the following: Fostering an environment in which students, faculty, and staff can feel safe, happy, supported through the PBIS program and Aligning beliefs with all groups on campus.

Please visit the website for more information: https://www.burbankusd.org/District/Department/Wellness-Programs-and-Services

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		24		5		23		4	
1	26		3		23		3		25		3	
2	24		3		25		3		24		4	
3	25		3		23		3		25		3	
4	32		2		29		2	1	28		3	
5	34		1	1	32		2		24		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,299.11	$2,362.88	8,965.32	$78,314
District	N/A	N/A	$7,104.28	$78,896.00
Percent Difference - School Site and District	N/A	N/A	23.2	-0.7
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	17.7	-4.6

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 2018-19)

In addition to general funding, Burbank Unified receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education, and other support programs:

- Local Control Funding Formula (LCFF)
- English Learner Maintenance of Effort (MOE - LCAP Supplemental)
- Educator Effectiveness Grant
- Educational Technology Assistance
- Lottery
- Special Education
- Title I, Title II, Title III

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,457	$51,374
Mid-Range Teacher Salary	$74,344	$80,151
Highest Teacher Salary	$94,972	$100,143
Average Principal Salary (Elementary)	$129,033	$126,896
Average Principal Salary (Middle)	$138,725	$133,668
Average Principal Salary (High)	$153,399	$143,746
Superintendent Salary	$248,230	$245,810
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Elementary Professional Development
Elementary instructional leadership teams in core curriculum areas and GATE
Elementary assessments/large scale and formative
Standards based grading
Step up to writing
ELA Benchmark
Best practice in math planning
Building Cognitive Rigor
MakerSpace
Curriculum for teachers new to BUSD
Building classroom for maximum growth
Small group math Instruction/Daily 3
Small group grade level planning in site specific content areas
Gifted and talented education
Demonstration lessons in content areas
Induction professional learning communities for new teachers
Induction mentor training

Instructional Technology Professional Development
Training in this area has been in multiple formats:
- Group training sessions
- Site Staff Development Meetings
- ½ Day training during the school day
- Individual or Small Group sessions per teacher requested appointments
- Direct & Supported instruction with students during class time

Instruction was provided on the following topics:
- Google Suite for Education
- Aeries Gradebook
- Aeries Analytics for District Benchmark
- All district adopted curriculum software
- Outlook
- MakerSpace Carts
- Breakout EDU
- OneNote
- 21st Century Classroom Technology install
- Integrating technology into current instructional practices
- Step Up to Writing
- Tier I best practices for classroom instruction