

Franklin 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	Franklin Elementary School
Street	2736 Franklin
City, State, Zip	Merced, CA, 95348-9436
Phone Number	209-385-6623
Principal	Cesar Hernandez
Email Address	chernandez@mcsd.k12.ca.us
Website	www.mcsd.k12.ca.us/Franklin/
County-District-School (CDS) Code	24657716025621

Entity	Contact Information
District Name	Merced City School District
Phone Number	(209) 385-6600
Superintendent	Al Rogers
Email Address	alrogers@mcsd.k12.ca.us
Website	www.mcsd.k12.ca.us

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

Welcome to Franklin Elementary School, home of the Eagles. It is our intent to provide a positive educational environment which fosters student learning and promotes positive self-esteem. Our staff and community are dedicated to continually supporting Franklin students in "striving for academic excellence". Franklin Elementary services preschool through third grade students on a traditional school schedule. In the 07-08 school years Franklin successfully met the academic target goals for two consecutive years and exited Program Improvement. Franklin is a Professional Learning Community in which all persons are learners and focused on student achievement. Our staff and community understand the importance of challenging, supporting and nurturing students in a positive manner, and we encourage parents and the community to become actively involved in the education of our students. Franklin School is a place where all students and their abilities are valued. Staff members are highly qualified and provide an outstanding educational foundation for all students. Franklin School staff members concern themselves with the entire well being of students and promote high academic achievement, acceptable social behavior, as well as emotional and physical wellness. Franklin School is rich in tradition; however, is also one of the oldest schools in our district. We are challenged by limited funding in our efforts to improve the physical aspects of the school and fully incorporate the latest technology. We continue to strive to find better ways to assist our English learners in mastering English language skills so they too may maximize their access to learning.

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

Grade Level	Number of Students
Kindergarten	185
Grade 1	202
Grade 2	177
Grade 3	71
Total Enrollment	635

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.2
Asian	22.4
Filipino	1.9
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.3
White	13.2
Two or More Races	1.9
Socioeconomically Disadvantaged	79.7
English Learners	18.7
Students with Disabilities	7.6
Foster Youth	1.1
Homeless	

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	29	30	32	492
Without Full Credential	2	0	0	13
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: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: (May 2016) Grades TK-8 Wonders with Integrated ELD World of Wonders Wonder Works Study Sync Flex	Yes	0.0
Mathematics	Houghton Mifflin Harcourt Go Math (February 2015) Grades K-6	Yes	0.0
Science	Macmillan McGraw Hill California Science (February 2008) Grades K-5 Holt California Science (June 2007) Grade 6	Yes	0.0
History-Social Science	Teacher Created Materials (May 2019) Grade K-5 National Geographic Learning, National Geographic World History (May 2019) Grade 6	Yes	0.0
Health	Health Wave (1997) Grades K-5 Glencoe/McGraw Hill Teen Health (October 1997) Grade 6	No	0.0
Visual and Performing Arts	Holt Arts in Action(1985) Grades K-8	No	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Franklin Elementary is an old facility and recently received many improvements to the facility and grounds. These improvements included: Removal of four portable classrooms and adding landscaping where the portables stood. Installing permanent sprinklers on the interior campus grass areas replacing portable irrigation pipes, installing new playground equipment, enlarging and connecting the woodchip play boxes. Other improvements include the posting of signs in the appropriate areas stating playground rules, bathroom rules, tetherball rules, and school rules. Removal of old trees and planning of new trees between classrooms and on the playground was done. Constructing pathways and gates that align with the natural flow of foot traffic to the classrooms and play ground and the remodel of the front office. Floor coverings were replaced in several classrooms in 2013. Security fencing surrounding the campus was installed during the 2014-15 school year. Upgrades made during 2015-16 include the installation of new surveillance equipment. Drinking fountain refurbishment occurred in 2016-2017. Renovation and upgrades in 2017-2018 include the addition of two new pre-school classrooms, new playground and play-equipment, new and enlarged student drop-off parking lot area, security fencing, access improvements and irrigation upgrades. The Facility Inspection occurred on 12/18/19.

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: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	The ceiling paint is peeling and chipped wall tiles in the kitchen will be repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Poor	Broken lights will be replaced in the office, lounge, multipurpose room, Room 1, 2, 8, 13, 14, 25, 26, 29 and Room 30. Room 16 and 37 has a light that is dim, but not out will look at repairing that. The missing light cover in the lounge still needs to be replaced. Light cover is loose in Room 1 will be fixed. Wrong light cover in Room 6 will be replaced. Incorrect use of surge protector in Room 6 will be corrected. Cracked lens cover in Room 30 will be replaced. Light in Library is in repair, water stain is seen inside the light cover and electrical panels are blocked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys restroom has middle urinal leaking and unable to flush will be repaired. Faucet in Room 18 runs long will be repaired.
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	Ceiling tiles chipped and broken in Library will be repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
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)	25	39	40	41	50	50
Mathematics (grades 3-8 and 11)	27	33	25	27	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	75	75	100.00	0.00	38.67
Male	42	42	100.00	0.00	35.71
Female	33	33	100.00	0.00	42.42
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	15	15	100.00	0.00	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	40.91
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00	0.00	31.67
English Learners	26	26	100.00	0.00	38.46
Students with Disabilities	--	--	--	--	--
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	75	75	100.00	0.00	33.33
Male	42	42	100.00	0.00	33.33
Female	33	33	100.00	0.00	33.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	15	15	100.00	0.00	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	31.82
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00	0.00	26.67
English Learners	26	26	100.00	0.00	42.31
Students with Disabilities	--	--	--	--	--
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			

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 Merced City School District recognizes parents are their child's first teacher and encourages parents to participate in the educational program of their children. Many opportunities exist for parents to participate in the decision-making process at Franklin Elementary School. Parents elected to the School Site Council advise the administration of the school, and approve the categorical programs budget. A School Site Council parent-member is also selected each year to represent the school site as a member of the District Advisory Council. Parents of English Learners may participate in Franklin Elementary School's English Learner Advisory Committee. The English Learner Advisory Committee advises the administration in regard to the English Language Development program and matters relevant to English Learner students. A member of this committee is selected to represent Franklin Elementary School at the District English Learner Advisory Committee. The Parent Teacher Club is composed of parents and teachers who coordinates fund raisers and other school events to benefit the student body, and further build the relationship of the school with parents and students. Opportunities for parental involvement include: Back to School Night, Parent-Teacher Conferences, celebrations, character count assemblies, parent workshops, seasonal events, Open House, STEAM show case, as well as student performances. Additional opportunities to participate in district wide Local Control Accountability Plan (LCAP) forums are shared with the parent population.

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	1.0	0.9	1.4	4.8	4.4	3.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Safety Plan is evaluated and updated on a yearly basis with input from the Merced Police Department, parents, staff, and the community. A district safety team conducts a minimum of one lockdown drill at the site and critiques the drill with the site administrator. The staff conducts quarterly lockdown and monthly fire drills. Teachers and administrators regularly review the rules for safe, responsible behavior in school and on the grounds. We have a closed campus and gates into the school are locked once school begins. Visitors must enter the school grounds through the office and sign and display a visit or pass before entering the campus. Staff members including teachers, instructional aides, administrators, and noon-duty supervisors, supervise the grounds at all times. The school safety plan was reviewed, updated, and discussed with school faculty and a student representative on October 30, 2019.

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	23	1	9		24		9		21	1	8	
1	22		7		25		7		25		8	
2	24		7		23		7		25		7	
3	22	1	2		22		3		24		3	
Other**					12	1						

*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*	1270.0

*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	

*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	\$7,885.59	801.52	7,084.07	\$83,525.06
District	N/A	N/A	8,780.35	\$90,216.00
Percent Difference - School Site and District	N/A	N/A	-21.4	-2.8
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-6.3	6.7

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 2018-19)

In addition to general revenue funding from the State, the District receives state and federal categorical grants and allocations for special programs. This includes, but is not limited to the following categorical, special education, and support programs: Title I, Part A - Basic Grant, Title II, Part A - Teacher Quality, Title III, Part A - Limited English Proficiency, Special Education, Community Based Education and Tutoring, Home-to-School Transportation, Title IV, Part A - Student Support and Academic Enrichment, Gifted and Talented Education, Local Control Funding Formula Base, Supplemental and Concentration Grants and Grade Span Adjustment.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,650	\$45,741
Mid-Range Teacher Salary	\$86,384	\$81,840
Highest Teacher Salary	\$104,151	\$102,065
Average Principal Salary (Elementary)	\$128,876	\$129,221
Average Principal Salary (Middle)	\$128,876	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$229,054	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	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			

2016-2017

- Admin. Summit: 3 days
- MCSD Pre-Service: 1 day
- District Kick-Off: 1 day
- Crisis Response Training: 2 days
- Stepping into Robotics: 1 day
- Number Talks: 1 day
- Technology Chromebook/iPad Training: 4 days
- NGSS Standards Training: 2 days
- Elements of Art: 2 days
- Music Education Training: 1 day
- WestEd Coaching: 57 days
- ELA/ELD Implementation Committee: 5 days
- ELA/ELD World of Wonders Orientation and Training: 2 days
- ELA/ELD Wonders Orientation and Training: 27 days
- ELA/ELD StudySync Orientation and Training: 7 days
- ELA/ELD Special Ed. FLEX Orientation and Training: 4 days
- MHE WonderWorks Orientation and Training: 2 days
- MHE ConnectED Training: 1 day
- Middle School Science PLC Pacing: 2 days
- Middle School Elective PLC Pacing: 3 days
- Elements of Art: 2 days
- iReady Training: 1 day
- New Hires Orientation and Training: 8 days
- Sub Orientation: 1 day
- LMA (Library Media Aides) Follett Training: 1 day
- TL Follett Training: 1 day
- LD/AP Meeting: 10 days
- TSA/TL Meeting: 6 days
- ST Math Training: 4 days
- EKIP Teacher Leader Meeting: 2 days
- Food Services Training: 7 days
- Farm 2U Teacher Training: 2 days
- Maintenance Mandated Reporting: 2 days
- TIP (formerly BTSA) Meeting: 10 days
- Instructional Assistant Training: 4 days
- SpEd. & Behavior Instructional Assistant Training: 1 day
- SpEd. Zone Meeting: 17 days
- BSS 2016-2017 Behavior SCIA Training: 7 days
- Psych and SLP PLC Meeting: 5 days
- SDC/RSP PLC Meeting: 1 day
- TK PLC Committee Meeting: 5 days
- Principals' Council Meeting: 4 days
- Admin. Council Meeting: 3 days
- Gradebook Training: 1 day
- Risk Management Training: 4 days
- STEAM Strategic Planning Meeting: 10 days
- Math Networks Training: 15 days
- GATE SDC/RSP PLC Meeting: 3 days
- GIZMO's Training: 4 days
- Tech. Café Meeting/Training: 3 days
- Tech. Universe: 10 days
- Digital Virtual Conference: 1 day Digital Library – Admin. Training: 1 day
- App. Tech. Committee Meeting: 8 days Clinician Training: 3 days
- Spotlight Planning Meeting: 7 days
- First Aid and CPR Skill Practice and Test: 10 days
- Bloodborne Pathogens Training: 8 days
- DELAC/DAC Meeting: 9 days
- Private School Services: 1 day
- Counselor Meeting: 1 day
- Science Fair District Level Judging and Display: 1 day
- CBET RAD: 1 day
- CPI Refresher Training: 6 days

2017-2018

- Admin. Summit: 3 days
- MCSD Pre-Service: 1 day
- District Kick-Off: 1 day
- Admin. Team Training: 1 day
- Technology Chromebook/iPad Training: 4 days
- NGSS Standards Training: 2 days
- WestEd Coaching: 30 days
- ELA/ELD World of Wonders Orientation and Training: 2 days
- ELA/ELD Wonders Orientation and Training: 5 days
- ELA/ELD StudySync Orientation and Training: 4 days
- ELA/ELD Special Ed. FLEX Orientation and Training: 4 days
- MHE WonderWorks Orientation and Training: 2 days
- MHE ConnectED Training: 2 day
- Formative Math Assessment: 2 days
- ST Math Training: 5 days
- Math Performance Tasks: 2 days
- Math Networks Training: 20 days
- Troublesome Topics in Physics: 3 days
- GIZMO's Training: 2 days
- Solar Model Cars Training: 3 days
- Middle School PD Days: 2 days
- Middle School Science PLC Pacing: 3 days
- Middle School Elective PLC Pacing: 3 days
- Microsoft/Google Training for Classified: 4 days
- iReady Training: 54 days
- New Hires Orientation and Training: 2 days
- Sub Orientation: 1 day
- LMA (Library Media Aides) Follett Training: 1 day
- LD/AP Meeting: 4 days
- TSA/TL Meeting: 19 days
- EKIP Teacher Leader Meeting: 2 days
- Food Services Training: 6 days
- Farm 2U Teacher Training: 2 days
- Medical Billing Training: 1 day
- TIP (formerly BTSA) Meeting: 14 days
- Instructional Assistant Training: 4 days
- SpEd. & Behavior Instructional Assistant Training: 3 days
- SpEd. Zone Meeting: 16 days
- BSS 2017-2018 Behavior SCIA Training: 6 days
- PBIS Tier 1-3 Training: 22 days
- Suicide Prevention Training: 2 days
- Rtl 2 Team Training: 11 days
- Psych and SLP PLC Meeting: 2 days
- SDC/RSP PLC Meeting: 4 days
- TK PLC Committee Meetings: 4 days
- ELPAC Meeting: 2 days
- LCAP – CSEA/MCTA: 6 days
- DST – 36 days
- Leadership Meeting: 1 day
- Principals' Council Meetings: 8 days
- Admin. Council Meetings: 9 days
- Ed. Services Dept. Meetings: 8 days
- Senate Meetings: 15 days
- Risk Management Training: 2 days
- STEAM TSA Planning Meeting: 11 days
- STEM Fair Meeting: 1 day
- Combo Class Training: 3 days
- GATE SDC/RSP PLC Meeting: 3 days
- Tech. Café Meeting/Training: 6 days
- Tech. Universe: 4 days
- Clinician Training: 5 days
- Spotlight Planning Meeting: 3 days
- First Aid and CPR Skill Practice and Test: 4 days
- ELA/ELD Committee: 5 days
- DELAC Meetings: 12 days
- DAC Meetings: 4 days
- CELT Training: 1 day
- Preschool Training: 2 days
- Montessori Training: 4 days
- Science Fair District Level Judging and Display: 1 day
- CBET RAD: 2 days
- CPI Refresher Training: 8 days

- Admin. Summit: 3 days
- MCSD Pre-Service: 1 day
- District Kick-Off: 1 day
- Admin. Team Training: 1 day
- Miniversity: 4 days
- DIBELS Next Training: 5 days
- NGSS Standards Training: 2 days
- WestEd Coaching: 57 days
- ELA/ELD World of Wonders Training: 1 day
- ELA/ELD Wonders/WonderWorks Training: 4 days
- ELA/ELD StudySync Training: 3 days
- ELA/ELD Special Ed. FLEX Training: 3 days
- MHE ConnectED Training: 1 day
- Formative Math Assessment: 6 days
- ST Math Training: 9 days
- Math Networks Training: 15 days
- Connecting Math Concepts Training: 2 days
- GIZMO's Training: 6 days
- Follett Training: 2 days
- Solar Model Cars Training: 2 days
- Middle School PD Days: 2 days
- Middle School Science PLC Pacing: 7 days
- Middle School Elective PLC Pacing: 6 days
- Music PLC: 1 day
- iReady Training: 3 days
- New Hires Orientation and Training: 2 days
- Sub Orientation: 1 day
- LMA (Library Media Aides) Follett Training: 1 day
- LD/AP Meeting: 7 days
- TSA/TL Meeting: 15 days
- EKIP/Field Trip Teacher Leader Meeting: 2 days
- Ask a Scientist Night: 8 days
- Food Services Training: 2 days
- Farm 2U Teacher Training: 2 days
- Nurse Meeting: 8 days
- Medical Billing Training: 1 day
- Personnel Meeting: 2 days
- TIP (formerly BTSA) Meeting: 10 days
- Instructional Assistant Training: 3 days
- BSS 2018-2019 Behavior SCIA Training: 4 days
- PBIS Tier 1-3 Training: 14 days
- IEP Training: 3 days
- Trauma Informed Practices: 2 days
- Suicide Prevention Training: 3 days
- Conscious Discipline Training: 5 days
- Behavior Café Tough Kids: Social Skills: 17 days
- Rtl 2 Team Training: 23 days
- Psych/Counselor and SLP PLC Meeting: 17 days
- SDC/RSP PLC Meeting: 3 days
- TK PLC Committee Meetings: 4 days
- West Zone Quad Meeting: 4 days
- East Zone Quad Meeting: 4 days
- South Zone Quad Meeting: 4 days
- Central Zone Quad/SPED Meeting: 5 days
- Preschool PLC: 2 days
- LCAP – CSEA/MCTA: 7 days
- DST – 18 days
- Office Manager/Clerk Meeting: 9 days
- Principals' Council Meetings: 7 days
- Admin. Council Meetings: 8 days
- Ed. Services Dept. Meetings: 3 days
- Senate Meetings: 13 days
- Risk Management Training: 2 days
- STEAM Fair Meeting: 4 days
- MCOE STEM Fair Meeting: 2 days
- STEM Scopes: 1 day
- GATE SDC/RSP PLC Meeting: 4 days
- Google Tech. Café Meeting/Training: 7 days
- Tech. Universe: 2 days
- Nearpod Certification: 10 days
- Google Certification: 9 days
- MS Word Training: 4 days
- Google Environment: 4 days
- Adobe Professional: 3 days
- Google Classroom: 6 days
- Clinician Training: 3 days
- Spotlight Planning Meeting: 5 days
- DELAC Meetings: 4 days
- DAC Meetings: 4 days
- Montessori Training: 2 days
- Science Fair District Level Judging and Display: 1 day
- CPI Refresher Training: 11 days
- HSS Selection of Pilot Materials/Grade Level Team: 11 days
- Aeries Communication Training: 4 days
- Reading Mastery: 2 days
- Extended Day Science Training: 1 day
- Deep Dive into Classroom Discourse: 6 days
- Elevating Student Voice Through Writing: 6 days
- Dynamic Differentiation: 6 days
- Management and Engagement: 6 days

- Admin. Summit: 3 days
- MCSD Pre-Service: 1 day
- District Kick-Off: 1 day
- IELPAC Training: 2 days
- Miniversity: 5 days
- DIBELS Next Training: 3 days
- NGSS Standards Training: 7 days
- Pre-Pilot Science Elementary: 5 days
- WestEd Coaching: 57 days
- ELA/ELD StudySync Training: 1 day
- BLAST Teachers Teaching Teachers ELA: 1 day
- ST Math Training: 15 days
- Math Solutions Training: 15 days
- Middle School PD Day: 2 days
- Middle School Math with MUHSD: 2 days
- Middle School Science Pilot: 3 days
- Middle School Elective PLC Pacing: 3 days
- HSS History Training K-8 (Nat Geo. And TCM): 8 days
- Music PLC: 1 day
- iReady Training: 10 days
- Teaching Channel: 8 days
- New Hires Orientation and Training: 2 days
- Teacher Advisory Team: 4 days
- LD/AP Meeting: 6 days
- TSA Meeting/Training: 15 days
- TL Meeting/Training: 12 days
- TSA STEAM Training: 2 days
- EKIP/Mariposa Field Trip Teacher Leader Meeting: 2 days
- Farm 2U Teacher Training: 1 day
- Nurse Meeting: 9 days
- Personnel Meeting: 1 day
- TIP/STP/PIP/Intern (formerly BTSA) Meeting: 6 days
- SIPPS Training: 10 days
- Instructional Assistant Training: 9 days
- Trauma Informed Practices: 1 day
- PBIS Tier 1-3 Training: 5 days
- PBIS Workday: 4 days
- HAWC Meeting: 4 days
- SARB Hearing: 10 days
- CPI Initial Refresher Booster: 10 days
- Conscious Discipline Training: 7 days
- Behavior Café Tough Kids: Social Skills: 14 days
- Mental Health 1st Aid: 3 days
- RtI 2 Team Training: 8 days
- Psych/Counselor and SLP PLC Social Worker Meeting: 20 days
- TK PLC Committee Meeting: 3 days
- West Zone Quad Meeting: 3 days
- East Zone Quad Meeting: 3 days
- South Zone Quad Meeting: 3 days
- Central Zone Quad/SPED Meeting: 3 days
- Preschool PLC: 4 days
- LCAP – CSEA/MCTA: 7 days
- DST – 18 days
- Office Manager/Clerk Meeting: 13 days
- Principals' Council Meetings: 8 days
- Admin. Council Meetings: 7 days
- Ed. Services Dept. Meetings: 10 days
- Senate Meetings: 12 days
- STEAM Fair Meeting: 2 days
- MCOE STEM Fair Meeting: 1 day
- STEM Scopes: 3 days
- 21st Century Writing Cadre DWA: 4 days
- GATE SDC/RSP PLC Meeting: 8 days
- Montessori Training: 7 days
- Google Tech. Café Meeting/Training: 5 days
- Nearpod Certification: 5 days
- Google Certification: 5 days
- Solar Model Cars Training: 1 day
- Google Doc: 1 day
- Clinician/RSP Training: 4 days
- Behavior Clinicians: 3 days
- Spotlight Planning Meeting: 2 days
- DELAC Meetings: 4 days
- DAC Meetings: 4 days
- Parent Education Module & Preview Building: 1 day
- Science Fair District Level Judging and Display: 1 day
- Aeries Communication Training: 4 days
- Summer Academy Training: 5 days