

# John Muir 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	John Muir School
Street	300 W. 26th St.
City, State, Zip	Merced, Ca, 95340-2912
Phone Number	209-385-6667
Principal	Michelle Colburn
Email Address	mcolburn@mcsd.k12.ca.us
Website	<a href="http://www.mcsd.k12.ca.us/Muir/">www.mcsd.k12.ca.us/Muir/</a>
County-District-School (CDS) Code	24657716025662

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

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

John Muir was a naturalist and an important part of establishing Yosemite National Park. His love for nature and his selfless acts to preserve it, along with his major influence on California and the Merced area in particular, were the reasons behind the district's decision to name the school in his honor. John Muir Elementary School is the oldest of Merced City Schools, follows a traditional calendar and serves children in preschool through sixth grade. Muir lies in the central part of the city of Merced. Most students live within walking distance of school, however, children who currently live within an "unhoused" Loughborough area, are bused to Muir daily. Most students graduating 6th grade from Muir, will attend nearby Herbert Hoover Middle School. Others will attend either, Cruickshank, Tenaya or Rivera Middle Schools. As it is a priority the entire staff of Muir strives to meet the social, emotional, and physical needs of students. Local and state assessments are analyzed at the beginning of each school year. Muir Elementary School is dedicated to ensuring that its students come away with a well-rounded, academically rigorous educational experience that will serve them well in the future. We are a school where everyone is special and learning is celebrated and encouraged as a lifelong experience.

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

Grade Level	Number of Students
<b>Kindergarten</b>	101
<b>Grade 1</b>	82
<b>Grade 2</b>	85
<b>Grade 3</b>	85
<b>Grade 4</b>	77
<b>Grade 5</b>	84
<b>Grade 6</b>	97
<b>Total Enrollment</b>	611

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	10.1
Asian	5.2
Filipino	0.7
Hispanic or Latino	69.1
White	11.8
Two or More Races	2.6
Socioeconomically Disadvantaged	92.1
English Learners	11
Students with Disabilities	9
Foster Youth	1.1
Homeless	0.3

## 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	27	24	27	492
Without Full Credential	1	2	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
<b>Reading/Language Arts</b>	McGraw Hill: (May 2016) Grades TK-8 Wonders with Integrated ELD World of Wonders Wonder Works Study Sync Flex	Yes	0.0
<b>Mathematics</b>	Houghton Mifflin Harcourt Go Math (February 2015) Grades K-6	Yes	0.0
<b>Science</b>	Macmillan McGraw Hill California Science (February 2008) Grades K-5 Holt California Science (June 2007) Grade 6	Yes	0.0
<b>History-Social Science</b>	Teacher Created Materials (May 2019) Grades K-5 National Geographic Learning, National Geographic World History (May 2019) Grade 6	Yes	0.0
<b>Health</b>	Health Wave (1997) Grades K-5 Glencoe/McGraw Hill Teen Health (October 1997) Grade 6	No	0.0
<b>Visual and Performing Arts</b>	Holt Arts in Action(1985)	No	0.0

## School Facility Conditions and Planned Improvements (Most Recent Year)

In 2001, the district designed a 20-year strategic plan, which includes agendas for modernization, renovation, and upgrading of various areas for each school site. For Muir Elementary School, the plan included a need for five new portable classrooms, which were added to the school during the 2002-03 academic year. These classrooms housed the New comers' Academy. These Hmong students have now been infused into the regular elementary and middle school class settings. The Merced County Office of Education's ASSETS Program uses these 4 classrooms every day from the end of school until 6:00 PM. Additionally, 2 new portables were purchased using the QEIA grant, in order to lower 4th and 5th grade class sizes to 26:1. School facilities were built in 1924. As of November 2007, the campus includes a library media center, multipurpose room, 14 permanent classrooms, and 17 portable classrooms, which are all up to date and provide adequate space for students and staff. During the 2010-11 school year, a restroom was added along with a Youth Enrichment Program portable building which is owned by the City of Merced. In 2011 our school was renovated with fresh paint and new HVAC units. Floor coverings were replaced in one classroom during 2013. Two portable classrooms were added in 2014-15. Upgrades made during 2015-16 include the installation of new surveillance equipment and roofing for the administration building and cafeteria. Re-roofing of the kindergarten classroom wing and drinking fountain refurbishment occurred during 2016-2017. Installation of LED lighting in all classrooms and exterior walkways and construction of energy savings solar array were part of campus site improvements during 2017-2018. 2018-19 upgrades include the installation of 25 new energy efficient packages and heat-pump units. The Facility Inspection occurred on 9/3/19.

## 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:** September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None
<b>Interior:</b> Interior Surfaces	Good	There is a stained ceiling tile in Room 1 will be repaired.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	There are bugs in the window of Room 15 will be cleaned up and addressed.
<b>Electrical:</b> Electrical	Fair	The wheelchair lift in the cafeteria is not working will be repaired. There is misuse of the surge protectors in Room 15 needs to be addressed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	The water fountains by the double doors in the Library do not have water pressure will be repaired. The push button to the water fountain is missing on the exterior of the building will be repaired.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	The stained ceiling tile in Room 1 will be looked at to see if there is any structural damage. The partition door in the YEP girls restroom is missing a bracket will be repaired.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None
<b>Overall Rating</b>	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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	37	40	40	41	50	50
<b>Mathematics (grades 3-8 and 11)</b>	24	23	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
<b>All Students</b>	340	334	98.24	1.76	39.52
<b>Male</b>	154	151	98.05	1.95	34.44

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	186	183	98.39	1.61	43.72
Black or African American	38	38	100.00	0.00	23.68
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	238	233	97.90	2.10	39.91
Native Hawaiian or Pacific Islander					
White	38	37	97.37	2.63	48.65
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	319	313	98.12	1.88	38.34
English Learners	79	77	97.47	2.53	33.77
Students with Disabilities	43	42	97.67	2.33	9.52
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	339	332	97.94	2.06	23.49
Male	154	151	98.05	1.95	24.50
Female	185	181	97.84	2.16	22.65
Black or African American	38	38	100.00	0.00	15.79
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	16.67
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	237	232	97.89	2.11	23.71
Native Hawaiian or Pacific Islander					
White	38	36	94.74	5.26	30.56
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	318	311	97.80	2.20	22.51
English Learners	78	76	97.44	2.56	21.05
Students with Disabilities	43	42	97.67	2.33	9.52
Students Receiving Migrant Education Services					
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	14.1	16.5	16.5

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 Muir 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 Muir 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 Muir Elementary School at the District English Learner Advisory Committee. Parents, teachers and students compose the Parent Teacher Club, which co-ordinates 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, awards ceremonies, seasonal events, Open House, academic fairs, extended day displays, 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	5.4	6.3	3.0	4.8	4.4	3.7	3.6	3.5	3.5
Expulsions	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The School Safety plan is revised and updated annually. Administrators, staff, and the School Site Council review the plans and policies at the beginning of each school year. The School Safety Plan was designed to assist in preparing for emergencies, managing emergency response efforts, and in maintaining a safe school environment. Safety of students and staff is a primary concern of John Muir Elementary School. The school works diligently to maintain safety compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All John Muir visitors are required to check in at the office before entering the campus. Office staff regularly reviews registration cards of students to ensure that only identified adults have access to any John Muir student. 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	25		5		20	1	4		23		5	
1	26		3		25		3		22		3	
2	22		3		24		4		24		3	
3	23		4		23		4		25		4	
4	30		3		31		2		31		2	
5	32		2		31		3		32		2	1
6	29		15		28	7	15		30	1	21	
Other**	16	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*	1222.0

\*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	.4
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	\$7,574.56	933.69	6,640.87	\$90,019.40
District	N/A	N/A	8,780.35	\$90,216.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-27.7	-1.9
<b>State</b>	N/A	N/A	\$7,506.64	\$82,663.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-13.5	7.6

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 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, Quality Education Investment Act Grant, 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
<b>Beginning Teacher Salary</b>	\$51,650	\$45,741
<b>Mid-Range Teacher Salary</b>	\$86,384	\$81,840
<b>Highest Teacher Salary</b>	\$104,151	\$102,065
<b>Average Principal Salary (Elementary)</b>	\$128,876	\$129,221
<b>Average Principal Salary (Middle)</b>	\$128,876	\$132,874
<b>Average Principal Salary (High)</b>	\$0	\$128,660
<b>Superintendent Salary</b>	\$229,054	\$224,581
<b>Percent of Budget for Teacher Salaries</b>	35%	36%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			

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
- Rtl 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