

Joe Stefani Elementary

2768 Rancho Lane
Merced, CA 95348-3503
(209) 724-2500

Catherine Puckett, Acting Principal
Dr. RoseMary Parga Duran, Superintendent



School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Joe Stefani	District Name	Merced City Elementary
Street	2768 Rancho Ln.	Phone Number	(209) 385-6600
City, State, Zip	Merced, CA, 95348	Web Site	www.mcsd.k12.ca.us
Phone Number	(209) 724-2500	Superintendent	RoseMary Parga Duran
Principal	Catherine Puckett, Acting Principal	E-mail Address	rpargaduran@mcsd.k12.ca.us
E-mail Address	cpuckett@mcsd.k12.ca.us	CDS Code	24657710112615

School Description and Mission Statement (School Year 2010–11)

Joe Stefani School is located in a rapidly developing area of north Merced on the original site of the Armas family dairy and ranch. The owner, Jose Ignacio Rodriguez, purchased a 50 acre parcel in the Franklin School District in approximately 1904. Anna Rodriguez and her husband, Joey Armas, received 5 acres of the property as a gift for their hard work from Anna's father Jose in 1935. The Armas dairy and ranch produced hay, tomatoes, watermelons, potatoes, corn and provided a safe place for neighbors to seek food, shelter or care. The Merced City School District purchased 14.9 acres of Armas Ranch land

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in June 2004 and broke ground to build Joe Stefani Elementary School in August of 2005. The school was named after a local businessman who was very active in the Merced community, and served others throughout his life. Joseph Stefani, or Pappa Joe, as many called him was a graduate of the Franklin Elementary School District. His family members and friends were present during the October 2006 dedication of the school. Joe Stefani School serves students in grades 3-5: Our student body is unique and diverse in its abilities and needs. The racial and ethnic composition of the student population is 56% Hispanic, 20% White, 16% Asian, 7% African American and 1% other. 28% of students are English language learners. 80% of students participate in the Free and Reduced Lunch Program. The regular school day for 3rd-5th grade students begins at 8:30 AM and ends at 2:55 PM, providing 315 minutes of instructional time. Students have access to literacy support resources through the library, computer lab and technologies accessed in the classroom. Joe Stefani School staff strives to meet the physical, academic and emotional needs of our students. All Joe Stefani Elementary students have the opportunity to realize their fullest potential as competent, confident, and caring human beings. With parents and community members, we offer standards based curriculum in a positive atmosphere, encouraging both disciplined and creative thinking. Success is based on mastery of California state standards in all subject areas. Our academic focus is complemented by our efforts to develop character, confidence and pride, instrumental in developing responsible, concerned citizens. Our mission is to enable all children to reach their potential and become positive contributing members of our community by learning to think critically, communicate effectively and behave responsibly. Every Joe Stefani student will: Develop English literacy necessary to read at grade level by the end of third grade. Master computational and applied mathematics skills enabling them to succeed. Develop respect and appreciation for ones self, others, and the environment. Become technologically literate capable of enhancing learning through the use of technological resources.

Opportunities for Parental Involvement (School Year 2010–11)

Joe Stefani School encourages parental involvement through a variety of organizations and events. School Site Council (SSC) offers all parents the opportunity to be involved with Joe Stefani's school plan, programs, and budgets. The English Learners Advisory Committee (ELAC) provides parents of English Learners a forum to discuss issues related to their children's education. Parents and teachers are encouraged to collaborate through PTC (Parent/Teacher Club). We welcome and encourage parents to tour the school and their child's classroom during Back to School Night and Open House events. Many parents volunteer their time in their child's classroom as arranged with their child's teacher.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	173	Grade 10	0
Grade 4	166	Grade 11	0
Grade 5	164	Grade 12	0
Grade 6	0	Ungraded Secondary	0

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Grade 7	0	Total Enrollment	503
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Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	7.0%
American Indian or Alaska Native	0.8%
Asian	19.1%
Filipino	2.0%
Hispanic or Latino	53.3%
Native Hawaiian or Pacific Islander	0.0%
White	11.5%
Two or More Races	1.2%
Socioeconomically Disadvantaged	83.7%
English Learners	48.1%
Students with Disabilities	7.8%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2	20.0	1	0	0								
3	19.9	8	0	0	23.3	1	7	0	24.0	0	7	0
4	32.0	0	5	0	31.0	2	5	0	32.2	0	4	1

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5	31.8	0	4	0	30.6		1	5	32.0	0	5	0
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

The School Safety Plan and District Disaster Plan were reviewed during the first faculty meeting of the 06-07 school year. During the fall of 2006 the school safety plan was revised and updated, and later presented to the School Site Council for approval in January of 2007. Since then it has been submitted to and approved by the Merced City School District Board of Education. Components of the plan include: Board policies and other regulations defining school characteristics, physical environment, drop off and pick up procedures, social environment, child abuse reporting, sexual harassment policy, learning environment, discipline/rules guidelines, school culture, teacher notifications and disaster procedures.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	18.2	18.2	10.1	10.4	12.1	13.0
Expulsions	0	0	0	.20	1.7	1.0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Joe Stefani School was built in 2006 and is in excellent condition.

School Facility Good Repair Status (School Year 2011–12)

Year and month in which data were collected: September 6, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Stained ceiling tiles in Cafeteria, Room 4 & 14

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Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical			X		Lamp post by room 24 needs a cover and adjustment to motion sensor needed in restroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		GOOD			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	22	22	20	437
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

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Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97.6	2.4
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		503
Counselor (Social/Behavioral or Career Development)	.10	
Library Media Teacher (librarian)	.40	
Library Media Services Staff (paraprofessional)	.875	
Psychologist	.40	
Social Worker		
Nurse	.23	
Speech/Language/Hearing Specialist	.30	
Resource Specialist (non-teaching)	.50	

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Other		
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Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Reading California, Houghton Mifflin, 2003	Yes	0
Mathematics	California Math, Houghton Mifflin, 2009	Yes	0
Science	California Science, MacMillan/McGraw, 2008	Yes	0
History-Social Science	California Vistas, MacMillan/McGraw, 2007	Yes	0
Foreign Language			
Health	Health Wave, Health Wave, 1997	Yes	0
Visual and Performing Arts	Arts In Action, Holt, 1985	Yes	0
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,955	\$1,772	\$4,180	\$72,958
District			\$ 4,216	\$73,601

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Percent Difference – School Site and District			1.0	.008
State			\$5,455	\$69,419
Percent Difference – School Site and State			1.3	.05

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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 I, Program Improvement, Title II, Part A - Teacher Quality Title II, Part D - Technology Title III, Part A - Limited English Proficiency, Title IV, Part A - Safe and Drug Free Schools, Special Education, Community Based Education and Tutoring, Home-to-School Transportation, Class Size Reduction, Gifted and Talented Education, Economic Impact Aid and Quality Education Investment Act grant. Economic Impact Aid/State Compensatory Education & Economic Impact Aid/Limited English Proficient.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,212	\$41,692
Mid-Range Teacher Salary	\$72,129	\$68,251
Highest Teacher Salary	\$83,980	\$86,582
Average Principal Salary (Elementary)	\$106,504	\$108,334
Average Principal Salary (Middle)	\$104,126	\$111,791
Average Principal Salary (High)	\$0	\$113,648

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Superintendent Salary	\$175,000	\$180,492
Percent of Budget for Teacher Salaries	56.06%	42.00%
Percent of Budget for Administrative Salaries	7.87%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	35%	46%	43%	43%	45%	46%	49%	52%	54%

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Mathematics	44%	61%	57%	42%	47%	50%	46%	48%	50%
Science	20%	46%	47%	40%	48%	49%	50%	54%	57%
History-Social Science	0%	0%	0%	28%	33%	41%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	46%	50%	49%	41%
All Students at the School	43%	57%	47%	0%
Male	40%	54%	46%	0%
Female	46%	60%	49%	0%
Black or African American	31%	38%	46%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	49%	75%	38%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	37%	52%	43%	0%
Native Hawaiian or Pacific Islander				
White	48%	59%	61%	0%
Two or More Races	64%	57%	0%	0%
Socioeconomically Disadvantaged	40%	55%	42%	0%
English Learners	21%	48%	16%	0%
Students with Disabilities	16%	21%	23%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.60%	22.40%	36.00%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The *statewide API rank* ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The *similar schools API rank* reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	2	2	5
Similar Schools	1	1	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

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Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	1	69	-4
Black or African American			
American Indian or Alaska Native			
Asian	19	54	11
Filipino			
Hispanic or Latino	1	80	-20
Native Hawaiian or Pacific Islander			
White	-27		
Two or More Races	N/D		
Socioeconomically Disadvantaged	-2	70	2
English Learners	8	75	0
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	453	780	7,946	763	4,683,676	778
Black or African American	34	718	469	688	317,856	696
American Indian or Alaska Native	4		25	870	33,774	733
Asian	88	818	895	802	398,869	898

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Filipino	9		61	932	123,245	859
Hispanic or Latino	253	759	4,829	738	2,406,749	729
Native Hawaiian or Pacific Islander	0		18	761	26,953	764
White	51	804	1,436	826	1,258,831	845
Two or More Races	6		153	840	76,766	836
Socioeconomically Disadvantaged	378	769	6,249	734	2,731,843	726
English Learners	219	773	2,790	712	1,521,844	707
Students with Disabilities	36	562	759	557	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP* Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

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Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		77.8%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Every year specific days are dedicated to staff development for teachers and other professional staff. Credentialed/licensed staff members receive training in core curricular areas, instructional strategies and technology integration. District conducted staff development include:

2008-2009

- K-5 California Mathematics
- 6-8 Holt California
- CELDT Training
- CPR Training/First Aid
- Soar To Success
- Math/Destination
- Math/Expressions
- Fast Forward
- Read 180
- Data Director

2009-2010

- Special Education Staff Development: 3 days
- Special Education SETPD: 4 days
- Autism: 3 days
- New Teacher Orientation: 2 days
- Dataworks Step Up academy: 10 days
- English Learner Professional Development: 5 days
- DataDirector Assessment: 1 day

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Houghton Mifflin Math: 3 days
Holt Math: 3 days
Core + 30: 1 day
Explicit Direct Instruction: 4 days
Strategic Schooling: 4 days
SETPD English Learners: 5 days
English Learners Language Arts West Ed: 5 days
Coach Training: 18 days
CELDT Support Coaching: 10 days
Benchmark/Pacing Committee: 2 day

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CELDT Support Training: 3 days
READ 180 System 44: 4 days
Houghton Mifflin Mathematics Training: 10 days
Muir QEIA Training: 3 days
New Teacher Orientation: 2 days
DataDirector Training: 5 days
Professional Learning Communities Training Solution Tree: 2 days
Crisis Prevention Intervention: 2 days
DataWorks Explicit Direct Instruction Lesson Design Textbook Correlation: 9 days
DataWORKS Instructional Leadership Instructional Effectiveness: 8 days
DataWorks Concept & Skill Development Workshop: 2 days
DataWorks Lesson Design & Lesson Study: 9 days
DataWorks Administrators' Institute: 18 days
MCOE Academic Performance Survey Training: 2 days
Positive Behavioral Intervention Support Training: 6 days
Autism Spectrum Disorder Training: 6 days
English Learners Language Arts WestED: 3 days
EL Identification & Assessment Training: 1 day
State Testing Training: 3 days
English Language Arts Houghton Mifflin Medallions/ELD Training: 4 days
District Progress Assessment/Pacing Committee: 4 days
CPR/First Aid Training: 1 day
P-16 Math Forum: 1 day