

John Muir Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	John Muir Middle School
Street	1111 North Kenneth Rd.
City, State, Zip	Burbank, CA 91504-4011
Phone Number	818-729-3800
Principal	Greg Miller, Ed.D.
Email Address	gregmiller@burbankusd.org
Website	http://www.burbankusd.org/JMMS
County-District-School (CDS) Code	19- 64337- 6066724

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

John Muir is one of three middle schools in the Burbank Unified School District. It is the largest of the middle schools and is comprised of an ethnically rich and culturally diverse student body.

Our goals are:

- 1) Designing and implementing instructional programs to ensure that all students master the State of California Academic Standards and Burbank Unified School District expectancies for each subject area at each grade level.
- 2) Promoting the use of a variety of methods to measure student growth over time; and
- 3) Utilizing technology as part of instruction in all subject areas.
- 4) Conducting a variety of activities that promote mutual respect and civility.

Our mission is to create and maintain a school climate that is safe, nurturing, academically focused and to provide an atmosphere that encourages student achievement and success.

At Muir we are committed to deliver a quality program to all students enrolled in our school. Our District serves students with 63 home languages in addition to English, in an atmosphere of support and caring in which all cultures are valued.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	442
Grade 7	514
Grade 8	497
Total Enrollment	1,453

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.2
Asian	6.7
Filipino	4
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	0.3
White	63.1
Two or More Races	3.6
Socioeconomically Disadvantaged	38.3
English Learners	10.3
Students with Disabilities	9.7
Foster Youth	0.1
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	58	58	58	694
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English/Language Arts/Middle School:</p> <p>Grade 6 Houghton Mifflin Harcourt 9780544607071 2017 Adopted 3/2/2017</p> <p>California Collections Grade 7 Houghton MifflinHarcourt 9780544607088 2017 Adopted 3/2/2017</p> <p>California Collections Grade 8 Houghton Mifflin Harcourt 9780544607095 2017 Adopted 3/2/2017</p>	Yes	0%
Mathematics	<p>Mathematics/6-8:</p> <p>Grade 6 Core Connections Course 1 College Prep Math 9781603281942 2013 Adopted 4/21/2016</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Grade 7 Core Connections Course 2 College Prep Math 9781603282079 2013 Adopted 4/21/2016</p> <p>Grade 8 Core Connections Course 3 College Prep Math 9781603282215 2013 adopted 4/21/2016</p> <p>Algebra Core Connections Algebra College Prep Math 9781603281508 2013 Adopted 4/21/2016</p> <p>Geometry Core Connections Geometry College Prep Math 9781603282352 2013 Adopted 4/21/2016</p>		
Science	April 19, 2001 May 17, 2007	Yes	0%
History-Social Science	May 4, 2006	Yes	0%
Foreign Language	<p>Foreign Language/Grades 6-8:</p> <p>Realidades, by Peggy Palo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin, Prentice Hall, c. 2004, Student Edition Level A, ISBN 0-13-035966-1 and Student Edition Level B, ISBN 0-13-035967-X</p> <p>Date of Adoption: July 17, 2003</p>	Yes	0%
Visual and Performing Arts	"Accent on Achievement" Band method books volume 1-3	Yes	0%

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/01/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	CR503 Cove base repair; CR607 Floor tiles missing; CR608 Floor tiles missing;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Auditorium Ants;
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RR near CR803 Light not working
Safety: Fire Safety, Hazardous Materials	Good	CR108 Ceiling tile missing; CR213 Ceiling tile missing; CR306 Ceiling tile missing; CR209 Broken ceiling tile; CR400 Ceiling tiles missing;
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	CR104 No door closer; CR110 Needs door closer; CR206 Door rubbing; CR208 Door rubbing; CR210 Door slamming; CR310 Cabinet handles missing; CR412 Door slamming; CR511 Front door rubbing; CR801 Door rubbing
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	68	N/A	65	N/A	50	N/A
Mathematics (grades 3-8 and 11)	58	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	53	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

The John Muir PTSA encourages and coordinates a wide variety of opportunities for parental involvement through monthly meetings. We hold informational meetings throughout the school year for parents of our special populations, such as English Learners, students with IEPs, GATE students, and those participating in our Title I interventions.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.3	3.5	3.0	2.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	77	305	2.5
Expulsions	0	2	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Each school in the district has developed a comprehensive school safety plan with four essential sections.

At Muir, our safety plan addresses the following topics:

A. Programs and Strategies for School Safety

B. Emergency Preparedness - disaster and safety procedures, duties and staff training

C. Student Support and Intervention - procedures and policies pertaining to student discipline, dress code, suspected child abuse, suspensions, expulsions, discrimination, harassment and hate crimes.

D. School Safety Goals - goals developed by staff administration that are discussed, modified and approved by the School Site Counsel

Each school in the district has developed a comprehensive school safety plan with four components.

At Muir:

Component 1 “Personal Characteristics of Students and Staff” are addressed through the following activities: by educating our staff in Positive Behavior Intervention Support (PBIS) Training; educating students on our PBIS expectations and reinforcing those with regular messaging and incentives; having all students participate in a character lesson every Friday through their Muir Time class: and putting together whole-day student empowerment and education days like MUIR UNITED and MUIR EMPOWERED to teach students about the importance of acceptance and tolerance as well as mental health and wellness.

Component 2 “School’s Physical Environment” was addressed through the following: restructuring daily supervision procedures, particularly in the cafeteria; eliminating lockers in the 300 building to relieve hallway congestion; increase safety in science labs by installing hooks for backpacks; and restructuring the traffic flow before school and after school by eliminating the entrance at the Bethany gate.

Component 3 “School’s Social Environment” was addressed through the following programs or activities: By fostering a sense of commitment from students, parents, staff and the community.

Component 4 “School’s Culture” was addressed through the following: By fostering an environment, in which students, faculty, and staff can feel safe, happy, supported.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	25	15	20	9	24	17	20	9	27	13	17	14
Mathematics	25	9	26	4	25	10	21	8	26	10	24	7
Science	27	7	14	14	27	7	12	16	27	9	31	11
Social Science	29	4	20	9	29	5	12	16	20	17	9	8

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	322.9

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,365.98	\$4,334.00	\$7,032.19	\$78,314
District	N/A	N/A	\$7,104.28	\$81,259
Percent Difference - School Site and District	N/A	N/A	-1.0	-3.7
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-9.7	-7.7

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

Types of Services Funded (Fiscal Year 2019-2020)

In addition to general funding, Burbank Unified School District receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education. Listed below are some of these and other support programs. For more information regarding all services funded please contact the BUSD Fiscal Services department.

- ASES (for select low income schools)
- Interventions
- English Learner Programs Maintenance of Effort (MOE) - LCAP Supplemental
- Educational Technology Assistance
- Drug/Alcohol/Tobacco Resistance Programs
- Tenth Grade Counseling
- Regional Occupational Program (ROP)
- Special Education
- Vocational & Career Tech Education
- Title I, Improving Academic Achievement
- Title II, Teacher Quality
- Title III, English Learners
- Title IV, Student Support
- Career Tech Education (Perkins Funding)

At Muir, the largest amount of money comes from Title I. These funds are used to support student achievement, particularly with struggling students. This is done by using the money to provide intervention classes in Math, reading and general academics. We also provide lunchtime and afterschool targeted intervention programs like Making The Grade. The money also goes to provide tutoring, homework help, Chromebook carts, and classroom supplies. Finally, half of a counselor and a coordinator are paid for to ensure that the needs are being met of all of our low SES, ELD, and struggling students.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,831	\$52,484
Mid-Range Teacher Salary	\$76,590	\$81,939
Highest Teacher Salary	\$97,841	\$102,383
Average Principal Salary (Elementary)	\$123,300	\$129,392
Average Principal Salary (Middle)	\$145,239	\$136,831
Average Principal Salary (High)	\$156,467	\$147,493
Superintendent Salary	\$250,892	\$254,706
Percent of Budget for Teacher Salaries	35.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Secondary Professional Development

Middle School Instructional Leadership Teams (quarterly trainings at District Office & monthly on-site PDs delivered by the teams) focusing on the following core topics:

- Student centered learning
- John Hattie’s Visible Learning
- Universal Design for Learning
- Teacher Leadership Training
- Genius Hour
- Formative Assessment and Feedback
- Writing Instruction in the Content Areas
- Growth Mindset
- Project Based Learning
- Lesson Design
- Kagan Cooperative Learning
- Interactive Notebooks/Note-taking Strategies

Secondary Content Area Pullout Time for Planning & Data Analysis (Math, English, Social Studies and Science meet monthly by grade to plan and collaborate together)

Induction Training and Workshops (for mentors and new teachers, 8 meetings per year and twice monthly optional workshops) focused on the following topics:

- The California Standards for the Teaching Profession
- Formative Assessment in Professional Learning
- Engagement Strategies/Kagan Cooperative
- Social Emotional Learning
- Tactical Supports for Special Populations
- Questioning Strategies

- Parent Communication
- Classroom Design
- Project and Lesson Design
- Cognitive Rigor
- Classroom Management
- Assessments and Grading
- Differentiation

Professional Mentoring (for teachers on plans of improvement, weekly meetings with program coordinator and mentor) on topics as needed.

District Wide Professional Development Offered in the 2016-2017 school years:

- UNconference and EdCamp (multi-topic and disciplinary workshops)
- Step Up to Writing
- Stemsscopes (Science)
- Kagan Cooperative Learning
- College Placement Math (CPM)
- NGSS Standards Adoption and Implementation
- Get Focused/Stay Focused/Teen Talk
- Integrating Arts in the the Common Core era
- Harcourt Houghton Mifflin California Collections Adoption Training
- Content Area ELD workshops for Math, Science, & Social Studies

These trainings are offered in a variety of formats:

- Whole day and half day workshops at the district office and at sites
- Short, after school workshops at sites
- Saturday and pre-school workday workshops
- Summer Institutes
- Pull Out collaborations (2-4 hours per session) at sites
- Weekly meetings (hour long)
- Digital meetups via Google Hangout/Skype
- Individually one on one trainings

District Wide Professional Development offered in 2020-2021 focused on utilizing technology to teach in a distance learning model. Modules were prepared for teachers to work through during preschool days with their grade level and subject area colleagues. Topics included:

- Setting up a Google Classroom
- Developing Instructional Modules
- Creating Community in the Digital Environment
- Supporting Special Populations
- Grading and Assessment
- Kami Tutorial
- Mote Tutorial
- School City Help Tutorial
- Using the Google Suite
- Flipgrid

These trainings are usually offered in a variety of formats, but due to the pandemic, all professional development this year was delivered through Zoom meetings, Webinars, pre-recorded sessions, and slide decks. Teachers meet together via Zoom/Google Meet weekly, either in department meetings, faculty meetings, or all staff meetings and focus on learning on of the new platforms used in distance learning. The District office also offers monthly virtual workshops on topics related to distance learning and bi-weekly tech newsletters inform teachers of new programs and give examples of teacher lessons.