

The Single Plan for Student Achievement

Martinez Junior High School

07617396057186
CDS Code

Date of this revision: 12/12/2009

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the School Plan on .

II. Vision and Mission

District Beliefs

- Higher expectations will yield higher results
- Fiscal and academic accountability for all is essential
- All students have the potential to achieve academic, social, and emotional success
- Responsiveness to change, flexibility and a positive attitude lead to success
- Continuous improvement is a priority
- Everyone is a valued member of our learning community
- Responsibility for learning is a cooperative effort between students and adults
- Diversity enriches our community

District Mission Statement

Together we will ensure diverse paths to success and a quest for knowledge

District Focus Areas For Improved Student Achievement

1. Ongoing staff development
 - best practices
 - evaluation
 - classroom management
2. Diverse pathways to learning
 - differentiated instruction
 - alternative options
3. Increase percentage of college ready graduates
4. Close the achievement gap among subgroups district-wide
5. Use of technology to support instruction

District Planning Parameters

Martinez Unified School District's Strategic Planning for Improved Student Achievement Parameters.

The District encourages that the following questions be answered for existing programs.

- Do the needs that led to the initiation of the program still exist?
- Are there other programs that could more effectively meet the identified needs?
- Have the stakeholders participated in the implementation and maintenance of the program?
- If needed, have continued professional development opportunities been afforded?

The District will not accept a new program without.

- The need for the program being defined, at least in part, by an evaluation of criterion referenced or norm-referenced student assessment results.
- Scientific research that supports the effectiveness of the proposed program.
- Stakeholder participation in the development of the proposed program.
- A clearly defined relationship to district/state content standards.
- Provisions for professional development.
- A defined formative and summative evaluation process.

At MJHS, we believe every student can learn. We promote and encourage students to succeed academically and socially in a safe, caring environment with the support our community.

III. School Profile (Optional)

Martinez Junior High School is a comprehensive middle school with an enrollment of approximately 915 students in grades six through eight. MJHS was built in the early 1930's and renovated in the late 1990's, with funding from the community, in the form of a bond measure. The campus includes 40 classrooms, an extensive library, two gymnasiums, an Industrial Technology Laboratory, two computer labs, a READ 180/System 44 Lab, a fully equipped fitness lab, and a dance mirror room. Each classroom is equipped with SMART Board Technology, student computers, television, DVD/VCR to enhance student engagement and learning.

Hispanic/Latino students make up 20% of our student population. 65% are White/Not Hispanic. Approximately 20% of the population fall into the socio-economically disadvantaged subgroup, receiving free and/or reduced lunches daily.

All students are required to take a minimum of six classes each day. The course work for all students, grades 6 - 8, includes a period of English Language Arts, mathematics, science, history, physical education and an elective. Students who score below basic in either English Language Arts or mathematics are scheduled into a support classes in lieu of an elective, which supports their daily curriculum in those two areas. Students scoring Far Below Basic and/or Below Basic in Reading and Comprehension are scheduled into a double period of READ 180 or System 44, intensive reading intervention programs new to MJHS this year.

MJHS boasts a variety of elective programs which include a beginning and advanced band, orchestra, drama, art, crafts, Spanish, computers, wood shop, Industrial Technology and a Multimedia Academy which combines US History, English Language Arts and Technology.

Interscholastic sports are available each season for all students interested in playing basketball, volleyball, softball, track, wrestling and golf.

IV Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Seek Input from Advisory Committee (as needed)

- English Learner Advisory Committee
- Gifted and Talented Education Advisory Committee
- Library Planning Committee
- Special Education Advisory Committee
- Other Committees Established

C. Analysis of Current Instructional Program (See Appendix B)

V. Description of Barriers and Related School Goals

A significant barrier to improvement in student achievement is the continued cutting of resources. Due to budget constraints, class size has increased and minimal funding is available for new programs to provide support in the school day for struggling students. Professional development is timely and costly, but necessary in order to keep teachers updated in the area of best instructional practices which support the needs of all students.

As documented in the middle school publication, California Department of Education Taking Center Stage-Act II, electives at the middle school help to ensure student engagement and success and close the achievement gap. By providing intervention classes during the day, students in learning centers, READ 180, and support classes do not have access to the elective program.

Student absences also have a negative impact on the achievement of our Far Below Basic and Below Basic students. Another barrier is the sporadic and sometimes limited involvement by some parents due to home, family, culture, educational background and work considerations. Student mobility is also a factor in the achievement of some students.

For the 2009-2010, due to budget constraints, the MJHS Counseling staff has been reduced by .4 FTE, limiting the access to academic and social / emotional support services for students. Recently one half of a staff development day was furloughed by a negotiation agreement, decreasing the accessibility of valuable staff development for all staff during the school year.

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Using quantitative data, MJHS will continue to implement, review and revise the educational program for all students, with a direct focus on increasing student learning.	
Student groups and grade levels to participate in this goal: All students grades 6 - 8	Anticipated annual performance growth for each group: Each Subject Area / Each Grade Level will demonstrate the following growth in the number of students proficient: 5 percentage points in 2010 5 percentage points in 2011 5 percentage points in 2012
Means of evaluating progress toward this goal: The Analysis of CST	Group data to be collected to measure academic gains:

SCHOOL GOAL # 1				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Purchase and implement the READ 180 and System 44 Reading Intervention programs for the struggling readers in grades 6, 7, and 8.	2009-2010	Program and Materials Staff Development	55,000	ARRA Sped Funding ARRA Title One
Provide daily support classes in math and English Language Arts for all students scoring Far Below Basic and Below Basic on the previous year's CST	2009-2010	None	None	N/A
Provide Enrichment/Gate opportunities through the elective and mathematics programs	2009-2010	Materials and technology supplies	5,000	SLIP / Title One
Schedule Learning Centers throughout the day to provide instructional support in all core areas for failing students	2009-2010	None	None	None

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 2 (Based on conclusions from Analysis of Program Components and Student Data pages) Equip all staff with strategies to engage and motivate all students to reach maximum potential.	
Student groups and grade levels to participate in this goal: All students 6 – 8.	Anticipated annual performance growth for each group: Each Subject Area / Each Grade Level will demonstrate the following growth in the number of students proficient: 5 percentage points in 2010 5 percentage points in 2011 5 percentage points in 2012
Means of evaluating progress toward this goal: CAHSEE, Graduation Rate, STAR Results, CEDLT.	Group data to be collected to measure academic gains:

SCHOOL GOAL # 2				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Continue Time Banking for the purpose of: Continued work in Professional Learning Communities Analyzing student work for learning and progress Revise and review curriculum and instruction. Curricular planning.	Ongoing	None	None	N/A
Provide opportunities for staff members to attend conferences and workshops to increase their knowledge of the following: Student Engagement Student Motivation Professional Learning Communities Best Practices Technology	Ongoing	Registration and Travel Fees	15,000	SLIP Title One
Accessibility of recent and relevant best practices through professional memberships.	2008 - 2009	CLMS and other professional organizations	1,000.00	SLIP

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 3 (Based on conclusions from Analysis of Program Components and Student Data pages) Raise the achievement of all subgroups in English Language Arts, history, science and mathematics.	
Student groups and grade levels to participate in this goal: All students grade 6 – 8.	Anticipated annual performance growth for each group: 5 percentage points in 2010 5 percentage points in 2011 5 percentage points in 2012
Means of evaluating progress toward this goal: The Analysis of CST	Group data to be collected to measure academic gains:

SCHOOL GOAL # 3				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Departments will develop curriculum pacing guides for each course at each grade level, identifying materials used, essential standards and unit time lines, and assessments.	2008-2011	Release Days	3,000	SIP, Title One
Each department will develop quarterly standards based common assessments at each grade level.	2008/2011	Release Days	3,000	SIP Title One
Departmentalized Professional Learning Communities will meet monthly to discuss, review, revise current student assessment data, and to celebrate successes.	2008-2011	None	N/A	
Provide opportunity for a team of staff members to attend the Annual California League of Middle Schools Conference in March to participate in workshops and study sessions based on Taking Center Stage Act II"the CA Middle School Document which provides an outline and recommendations to help ensure that all students succeed and strategies to close the achievement gap for middle school students.	2010-2012	Substitutes Conference Fees and Travel Expenses	5,000.00	SLIP Title One
Provide staff development and training for all staff in Professional Learning Communities Best Practices and Peer Coaching.	Ongoing	Speaker Fees Release Days	\$10,000.00	SLIP Title One
Purchase library books.	2009-2010	Books	2,000.00	SLIP
Books and materials to support remediation of all subgroups.	2009-2010	Materials and Supplies	6,000.00	SLIP Title One

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 4 (Based on conclusions from Analysis of Program Components and Student Data pages) Raise student awareness of the value of an education.	
Student groups and grade levels to participate in this goal: All students grades 6 - 8	Anticipated annual performance growth for each group: 5% decrease in behavior referrals per year.
Means of evaluating progress toward this goal: Yearly discipline data on referrals, expulsions, and suspensions.	Group data to be collected to measure academic gains:

SCHOOL GOAL # 4				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Schedule a minimum of two motivational assemblies each year.	By June of each year	\$1,500 per Assembly	\$3,000	Student Body Funds SLIP Donations
Incorporate guest speakers (a variety of careers) into the ELA Curriculum, ex: Dream Boards, Biographies, Autobiographies, Essays, etc.	By June of each year	None	None	N/A
Review/revise the current student recognition practices.	Ongoing	Cost of Incentives	Approximately \$2,000 per year	PTSA SLIP Donations
Provide lunch time group sessions for students at risk in the areas of self-esteem, anger management, social and academic responsibility.	2009-2011	Materials	2,000.00	Title One
Institute a mandatory Academic Lunch Program for students who do not regularly complete assignments in the 8th grade.	2009-2010	Monitor/Tutor	3,000	Title One
Through the use of an elective survey, gather data from MJHS parents and students as to the effectiveness of the current elective program and it's impact on student engagement and revise elective program to reflect results of survey	2009-2012	Materials and Supplies	\$40,000	SLIP Title One

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL # 5 (Based on conclusions from Analysis of Program Components and Student Data pages) Provide, maintain and integrate technology into core curriculum.	
Student groups and grade levels to participate in this goal: All students grade 6 - 8	Anticipated annual performance growth for each group: Increase technology by 5% in all core subjects areas each year
Means of evaluating progress toward this goal: Yearly technology audit to assess the level of technology and usage in each core subject classroom.	Group data to be collected to measure academic gains: Lesson plans demonstrating integration of technology into core curriculum. Year audit of technology and usage.

SCHOOL GOAL # 5				
Actions to be Taken to Reach This Goal (37) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Maintain SMART Board Technology in all classrooms.	Ongoing	Bulbs	5,000.00	SLIP
Update the hardware in one computer lab moving the older computers into the classrooms to run the SMART Boards.	2009 - 2010	Hardware	27,000.00	SLIP PTSA
Purchase technology. Document Cameras DVD drives for teacher computers as required for software in adopted textbook teacher materials. Memory cards. Other replacement and/or new technology as needed.	Ongoing	Hardware and Software	5,000.00	SLIP
Provide staff development opportunities on the integration of technology into each curricular area.	Ongoing	Staff development Materials	\$5,000.00	SLIP
Maintain Read 180 / System 44 Hardware	Ongoing	Hardware	\$2,000.00	

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	910	929	883	615	625	585	39	40	30	26	30	36
Growth API	767	779	808	787	800	834						
Base API	751	767	785	768	787	805						
Target	5	5	5	5	5	A						
Growth	16	12	23	19	13	29						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	168	172	162	100	95	83	183	199	171	93	115	85
Growth API	691	696	706				657	667	698		566	
Base API	688	691	705				665	657	666	542		
Target	6	5	5				7	7	7	13		
Growth	3	5	1				-8	10	32			
Met Target	No	Yes	No				No	Yes	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability

District Data

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	218	196	250			
Percent with Prior Year Data	100%	100%	96.8%			
Number in Cohort	218	196	242	117	95	133
Number Met	147	99	165	64	30	66
Percent Met	67.4%	50.5%	68.2%	54.7%	31.6%	49.6%
NCLB Target	48.7%	50.1%	51.6%	48.7%	28.9%	30.6%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	99	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	474	527	557	353	378	406	18	22	15	19	24	28
Percent At or Above Proficient	52.3	56.8	63.4	57.8	60.6	69.8	46.2	55.0	50.0	73.1	80.0	77.8
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	99	100	100	99	98	100	100	97	100	100
Number At or Above Proficient	58	74	68	21	22	23	55	74	71	17	17	19
Percent At or Above Proficient	34.5	43.0	42.2	21.0	23.2	28.0	30.6	37.4	42.0	15.6	14.8	23.5
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	No	--	--	--	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	453	422	438	333	304	303	14	14	12	20	20	31
Percent At or Above Proficient	49.8	45.4	49.8	54.2	48.6	51.9	35.9	35.0	40.0	76.9	66.7	86.1
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	99	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	55	54	55	26	20	24	57	51	55	20	18	23
Percent At or Above Proficient	32.7	31.4	34.2	26.0	21.1	29.3	31.1	25.6	32.4	17.7	15.7	27.4
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	No	No	--	--	--	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2008-09										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6			6	67	1	11	1	11	1	11	9
7	1	8	6	46	5	38			1	8	13
8	1	5	12	60	5	25			2	10	20
Total	2	5	24	57	11	26	1	2	4	10	42

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Alignment of curriculum, instruction, and instructional materials to content and performance standards

The Martinez Unified School District has adopted content standards aligned to the state standards and frameworks in the following areas: language arts, mathematics, history, health, science, visual and performing arts, and physical education. MJHS class/course content and activities adhere to these standards. Content area standards are reviewed and updated every seven years to ensure alignment and compliance with appropriate state standards, Education Code and board policy. In addition, one teacher and parent from the school serves on the district's Curriculum Advisory Council (CAC) which is responsible for reviewing curricular issues and policies.

Department PLC teams meet bi-monthly, with a focus on student achievement. Release days are provided for all departments for the purpose of aligning pacing guides to curricular standards which are based upon the CST and CAHSEE Blueprints, and for the creation common assessments for each core subject at all grade levels. Course alike classes give weekly and or bi-weekly mini formative quizzes which indicate student understanding of concepts recently covered, allowing the teacher to alter lesson plans as necessary.

CST publisher developed standards based assessments, (Holt Language Arts, Curriculum Associates, Glencoe Math, History and Science Standards based Assessments), and teacher made assessments are used to evaluate student learning throughout the year. The Algebra Readiness Diagnostic Test, developed by University of California at Berkeley Mathematics Department, CST proficiency and Glencoe placement tests are used at all three grade levels to assist in student placement in the Honors Mathematics Program.

Collaboration is done in Professional Learning Communities. The purpose of PLCs is to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program. Department, grade level, and whole staff Professional Learning Communities meet regularly on Wednesdays.

For the past few years teachers have participated in planned professional development activities designed to focus attention on making data driven student achievement and curricular decisions. Working as grade level, department, and school-wide Professional Learning Communities, the MJHS staff routinely reviews student achievement data and collaborates as to next steps and focus areas in order to increase student learning. Six staff members are involved in the newly formed PLC Academy with Benicia School District, receiving training and support in the development of a site leadership team. Results are then shared through both department and grade level PLCs on site.

Time banking has been in place at MJHS for over a decade. This one hour per week time period allows teachers to review, analyze and make individual and group data driven decisions in Professional Learning Communities.

Technology plays an important role at MJHS. Ever-striving to update and maintain technology in each classroom, MJHS has installed SMART Boards, DVD/VCR players, TV and Audio Equipment, and teacher computers in every classroom. Many classrooms now have document cameras, airliners, laptops to run SMART Boards, video equipment and more, which provide an upgraded technological experience for many students.

As demonstrated in our 2009 CST Results, our Hispanic/Latino subgroup did not meet their API in mathematics for the second year in a row. The proficiency target for last year was 37% and MJHS had 31.4%. This year the target increased to 47.5% with MJHS having only 34.2% proficient. The Hispanic/Latino subgroup also did not meet their API in ELA this year for the first time. Our percent proficient was 42.2% and the API target was 46%. After an in-depth study of these students and their program, it was decided that MJHS needed a more intensive reading intervention program to support student learning in all subject areas. Using ARRA funding, licenses, program, and materials were purchased for approximately 80 students to participate in the READ 180 and/or System 44 Program. The System 44 component of this intensive remedial program is designed especially for English Language Learners who are also part of the Hispanic/Latino subgroup.

Professional development in the area of Closing the Achievement Gap is also a focus for the MJHS staff and administration.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

Status of meeting requirements for highly qualified staff (NCLB)

All of the teachers at Martinez Junior High School meet the No Child Left Behind definition of Highly Qualified. In an effort to assist teachers in meeting these expectations, the Director of Personnel Services and the Administrative Assistant of Personnel Services met with each staff member and shared information regarding Highly Qualified Subject Matter Competence from the NCLB Resource Guide. Checklist forms from the Resource Guide were used to help determine the Highly Qualified status of each teacher. A Highly Qualified Teacher matrix form, developed by the Contra Costa County Office of Education, was used to assist each teacher in calculating the 100 points toward subject matter competence in their individual subject areas. Teachers then provided follow up documentation to the Personnel Office verifying their Highly Qualified status. The district issued Highly Qualified Teacher certificates for each teacher whose HQ status was verified through documentation.

There are high-quality and ongoing professional development opportunities for teachers, principals and paraprofessionals focusing on instructional strategies, achievement data analysis, establishing and working within a Professional Learning Community, the use of Data Director, and technology all of which are directly related to the MUSD School Board's Vision and Goals.

The Master Agreement between the Martinez Education Association and the Martinez Unified School District provides for three staff development days during each school year. Historically, two of the three days are scheduled prior to the first day of school, with the third at the end of the first trimester of the elementary schools.

All staff development offerings are based upon the MUSD Vision and Goals. Over the past three years our primary focus has been increasing student achievement through the implementation of Professional Learning Communities. Staff have attended various workshops and lectures as well as on site meetings providing training and instruction on the structures of collaboration based upon student data and research. Experts in the implementation of Professional Learning Communities have been hired to speak to all staff district-wide, providing theory and practice.

This year the MUSD, in partnership with the Benicia Unified School District has continued a Professional Learning Community Academy, in order to train selected Site Leadership Team members in professional collaboration. These Site Leadership members then work with their department and grade level colleagues in creating and implementing weekly common formative assessments and quarterly summative assessments which provide valuable insight into reteaching and extension activities and lessons. All Site Leadership team members have attended a four day comprehensive seminar focusing on meeting the needs of all students and Closing the Achievement Gap.

The mathematics department has received valuable intensive training in the use of the newly adopted Glencoe Math Program. Additional staff development is ongoing in the area of intervention strategies and enrichment activities to meet the needs of all students in the classroom.

To effectively use the technology here at MJHS, all teachers have been trained in website design and SMART Board Technology. In addition opportunities are available throughout the year for staff to participate in many off-site technology conferences and workshops.

In partnership with UC Berkeley, our science department receives intensive training during the summer, which focuses on the WISE (Web-based Inquiry Science Environment) Project, a technology based program which supplements our current curriculum.

In December the MUSD brought in a Hispanic motivational speaker who provided insight into the academic and social struggles of Hispanic/Latino students in the California Public School system. After the presentation, teachers read an article pertaining to cultural awareness in the classroom followed by small group discussion of current practices and sharing of thoughts, strategies and ideas to meet the diverse needs of all students.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Services provided by the regular program that enable underperforming students to meet standards,

All departments have created pacing guides using current data as it relates to the CAHSEE and California State Tests to ensure all students equal access. Mini formative assessments are used regularly to guide and revise instruction based on assessment results. Quarterly and semester common assessments are given and the results analyzed, identifying the need for reteaching and extension activities.

All students are provided standards based curriculum at their instructional level with the goal of filling in the gaps for some students while extending the learning of all students. Students who score Far Below and Below Basic are scheduled into either a math or ELA support class taught by their regular classroom teacher. These classes house no more than 15 students and meet daily.

Members of the MJHS California Junior Scholastic Federation offer a mathematics peer tutoring program on campus two days per week both before and after school.

MJHS is fortunate to have on staff 1.6 counselors which enhance the school culture and provide academic and social counseling for all students. Small group and individual counseling services are also available and are provided by community based agencies.

English Language Learners are scheduled into a daily support class. This class is provided by general education funds and meant to assist students with language acquisition, content area support and adjustment to the comprehensive middle school.

Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced levels of the academic content standards

At the end of the 2008-2009 school year, the Martinez Junior High School staff reevaluated the school's academic program. The completed evaluation led to the incorporation of provisions for student assistance and interventions within the regular school day. Based on student performance data, a Functional Academics class was put into place servicing our students with moderate to severe learning issues.

Grade reports are checked mid quarterly and quarterly, looking to identify struggling learners. Programs such as ELA and mathematics support classes, Peer Tutoring, 8th Grade Academic Lunch Support and Learning Centers are available for all students. All students who scored Far Below Basic and Below Basic on the 2008 CST in either math or English Language Arts are scheduled into either a support class or a learning center. Learning Centers are offered each period of the day providing classwork and homework support on an individual basis.

A READ 180/System 44 Lab is also in operation helping beginning readers with their phonics, comprehension and writing. Students test into this program and upon completion of their individual course goals, they are placed in a grade level class with support. Movement from support to the elective program is possible at the end of each quarter, and based on the individual student's success.

Any student consistently not meeting or making progress toward meeting the academic standards of their grade level course work is referred to the MJHS CARE Team for evaluation of program and implementation of interventions.

Availability of standards-based instructional materials appropriate for use by all students

The district adopts core textbooks K-12, assuring continuity of and equal access to standards-based materials for all students. Each year, a district instructional materials selection committee, consisting of teachers and administrators, reviews the instructional materials adopted by the state for specific subjects. The instructional materials selection committee determines which texts/materials best meet the instructional needs of all students. The committee recommends several series be reviewed by teachers and the community. All materials considered for adoption are evaluated using the content standards. Once all evaluations are tabulated the committee makes a recommendation to the school board for adoption. The school district has a strong and long standing commitment to providing current instructional materials to all Martinez students (GATE, English language learners, Title I students). In almost all content areas the district provides each student with a textbook. However, for some areas class sets of books are purchased depending on the instructional needs. Included in the instructional materials selection process is educational technology aligned to the materials adopted.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

Services provided by the regular program that enable underperforming students to meet stands (NCLB)

Martinez Junior High School offers a multi-tiered, RTI support program to help raise student achievement. Math and English Language Arts support classes are provided for all three grade levels during the day to reinforce basic concepts. Students with special needs who are not able to access the core curriculum in general education classes are scheduled, through the IEP process, in an SDC, ISP, FA or CEC classroom.

Research-based educational practices to raise student achievement at this school (NCLB)

MJHS teachers have been trained over the past few years in Differentiated Instruction and other instructional strategies. These practices are practiced daily in all educational settings. Also, all teachers have completed a CA State ELD/SDAIE/BCLAD program, and are currently incorporating the methods and strategies learned in their lessons.

Professional Learning Communities have been instituted on site, and teachers meet weekly to discuss best practices, student learning and school climate.

Resources available from family, school, district, and community to assist under-achieving students (NCLB)

The MJHS Parent Teacher Student Association provides monies upon request to support child welfare (clothing and school supplies), scholarships for field trips, classroom technology, and instructional materials.

The Martinez Education Foundation provides donations and grant awards each year to support classroom instruction and technology.

Many parents donate monies through a matching employer fund, which are used to support student activities and student scholarships for various field trips.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

To meet the twenty-first century successfully, MJHS students must be challenged with a rigorous academic program, be technologically literate, be involved in the community, be prepared for the transition to high school and learn to value diversity. In order to achieve this vision, the following outcomes will drive our change:

1. Establish ongoing, effective communication between home and school so that parents/guardians know when and how to assist their children in support of classroom learning activities. This includes using the bi-monthly Friday Flyer, parent and/or teacher initiated conferences, Back to School Night and Open House presentations, the student planner, teacher websites and the ParentLink System.
2. Establish the schedule, frequency, format, and content of parent/guardian school communications. Grade reports will be sent out quarterly with an intermediate formal progress report sent approximately halfway through each quarter in the event of a less than average grade, with informal progress reports sent at the teacher's discretion. Teachers are encouraged to contact parents with concerns and/or favorable progress checks and to document these contacts as necessary. Parents can also initiate more frequent progress checks through requests through the Counseling Office or individual teachers. Formal team conferences are scheduled after the first quarter report card, and can be convened at either teacher or parent request.
3. Train teachers and parents/guardians to communicate effectively with each other. Beginning teachers are supported through the BTSA program, and the teaming efforts at MJHS allow for continued training of all teachers. PTSA publications and meetings support parents in their efforts to effectively communicate to school staff.
4. Involve parents in an orientation that includes a discussion of instructional and support roles at the school that the parents can fulfill. The PVP (Parent Volunteer Program) will expedite this goal to the benefit of parents, teachers, and students at MJHS. The PVP, which has been spearheaded by parents, will allow every parent to become aware of the multitude of ways that parents can be a part of their child's middle school experience.
5. Support parents/guardians as decision makers and develop their leadership in governance, advisory and advocacy roles. Parent members of the blended Title I/School Site Council as well as the English Language Advisory Committee are also surveyed for their opinions on discipline policies and curriculum. An administrative open-door policy is in effect at MJHS and parent input is solicited and respected.
6. Establish two-way communication between the school and the home regarding school programs and children's progress, including those families of diverse background whose English is limited. Parent input into factors affecting their child's educational success is valued at MJHS and is essential in determining each student's needs. Conferences and telephone contacts are encouraged as a critical component of the educational plan for middle school students. Every effort is made to conduct parent/teacher conferences in the primary language of the home. In addition, communications from school and pertinent notices are made available in primary languages as needed.
7. Provide ongoing support for all staff to enable them to effectively communicate with all parents/guardians. The counseling department and the administration at MJHS provide guidance and direction to staff members as well as information regarding appropriate in-service and staff development to assure that staff is comfortable and effective with their parent contacts.

The Martinez Junior High School has an active PTSA and parent volunteer program. Parent Volunteer surveys are completed and submitted each fall. These surveys are compiled into a reference book that is available to all staff members. Parents are then contacted to help in all aspects of the school program on an as needed basis.

Family, school, district and community resources available to assist all students in meeting high academic achievement expectations

MJHS is proud of the wide range of resources and support that are received from parents, staff, district and community. We believe that keeping parents informed and supported is a tremendous resource to all students. Parent support programs include transition events for the parents of students coming to MJHS and going on to Martinez Unified School District high schools. Also provided are workshops for the parents of special education students, Educational Talent Search, parenting classes, Back-to-School Night, Open House, a scheduled parent conference day for at risk students (with additional conferences held throughout the year as needed). Individual student and parent 1802 conferences (scheduled for all students scoring Far Below Basic on CSTs) are held by the Counseling Department, for all 7th grade students scoring Far Below Basic on the California Standards Test. The Parent Teacher Student Association is actively engaged in the school, and the principal publishes a bi-weekly newsletter, "The Friday Flyer." Other outside agencies that support our students include Martinez Boys and Girls Club, Martinez Leisure Services and Martinez Adult School, and the Martinez Public Library.

The Martinez Junior High School Parent Volunteer policy mirrors the District's policy: "The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to students' achievement and a positive school environment. The district recognizes there is a need to help parents/guardians develop parenting skills and provide home environments that support children's academic efforts and their development as responsible members of the community. The district realizes that informed parents/guardians can directly affect the success of their children's learning and the need to assist parents/guardians with the techniques and strategies that can be used to improve their children's academic success and to help children learn at home."

Martinez Junior High School has an active PTSA and parent volunteer program. Parent Volunteer surveys are completed and submitted each fall. These surveys are compiled into a reference book that available to all staff members. Parents are then contacted to help in all aspects of the school program on an as needed basis.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
22. Fiscal support (EPC)

Services provided by categorical funds that enable underperforming students to meet standards

Martinez Junior High receives Title One and SIP funding from the state and federal governments. These funds are used in the following ways:

Increased availability of the Library and Computer Labs after school on a daily basis.
Additional school supplies for all departments.
Purchasing, maintenance and updating of all Technology.
Intervention materials in all subject areas.
Programs to promote a positive school climate.
Professional Development and release days for all staff members.

.4 FTE Vice Principal.
.5 Librarian
.6 Microcomputer Specialist
.4 Library Media Assistant

The services provided by these various entitlements are coordinated using appropriate assessments to establish student needs and then aligning the services to the defined needs. The schools staff and administration work collaborate to define student needs, to design the related services and to coordinate the provision of these services from the various entitlements programs. The School Site Council oversees the Title 1 and SIP Budgets, allocating and approving funds in alignment with the achievement goals outlined in this plan

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$101,164.00
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school:	\$101,164.00

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input checked="" type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$53,478.00
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/>	Other Federal Funds (list and describe(42))	
Total amount of federal categorical funds allocated to this school:		\$53,478.00
Total amount of state and federal categorical funds allocated to this school:		\$154,642.00

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2009-10 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2009-10 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Martinez Junior High School)

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 12/12/2009

Attested:

Helen A Rossi

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life. We, the community of MJHS, hereby pledge the following:

All students... will think critically, solve problems, analyze, interpret, organize and apply new information, speak and write clearly and persuasively, and use technology effectively. They will feel connected academically, socially and emotionally to other students, to adults, and to the community, and will act as responsible and aware participants in their local community and the world. All students will design, direct and demonstrate their learning to reflect their goals and personal values; they will work collaboratively with diverse groups.

All staff... will recognize their important role in creating thinking, meaning-centered learning opportunities. They will continue professional conversations, development, and training in new pedagogies in order to support the changing curriculum and to support student outcomes. All staff will work cooperatively with diverse groups in the school and larger community, and will make decisions regarding budget, scheduling, curriculum and facilities allocations.

All parents/guardians... will support the development of thinking, meaning-centered learning opportunities for all students. All parents/guardians will see themselves as valued and important components of the educational system. Parents/guardians will contribute to the development of student outcomes and assessment, and will continue in their advisory role on policy-making bodies.

The community... (Businesses, community service groups, feeder and secondary schools) will continue to serve on site advisory committees. The larger community will support the School-to-Careers program and the business partnerships so vital to our overall program.

The District Office, School Board and School ... will share a common vision. The School Board and district office staff will continue to encourage and support site-based decision making, support alternative assessments, and foster community between Martinez Junior High School and our feeder schools and secondary schools.

Appendix G - School Site Council Membership: Martinez Junior High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Helen Rossi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sue Brunton	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chauna Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Karen Filice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Diane Fowlar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Riley Griffin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lynn Merrell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christie Chu	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara Chaney	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taylor Berry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	3	1	3	2

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.