

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2010-11)

This section provides the school's contact information.

School		District	
School Name	Las Juntas Elementary School	District Name	Martinez Unified School District
Street	4105 Pacheco Blvd.	Phone Number	(925) 335 - 5800
City, State, Zip	Martinez, CA 94553	Web Site	www.LasJuntas.org
Phone Number	(925) 335-5830	Superintendent	Rami Muth
Principal	Aaron Tarzian	E-mail Address	rmuth@martinez.k12.ca.us
E-mail Address	atarzian@martinez.k12.ca.us	CDS Code	07617396003842

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Las Juntas Elementary School is located at the northern end of Martinez, California near established neighborhoods and light industry. It was dedicated in 1956 and is one of four elementary schools in the Martinez Unified School District serving approximately 390 Kindergarten through fifth grade students. The instructional program at Las Juntas is driven by state and district standards, as well as life long learning standards. Our accountability system utilizes state designed, district designed, curriculum based and teacher developed assessments to determine students' progression towards grade level standards.

The goal of the entire staff at Las Juntas is to "Assure high levels of learning for all students." The staff at Las Juntas continues to participate in professional development regarding Professional Learning Communities. In addition to increasing the collaborative culture, staff has developed common benchmark assessments and essential learning standards at each grade level. Our work as a professional learning community is an ongoing process which drives our student-centered focus.

To help ensure high levels of learning for all students, interventions are developed and offered to students who are experiencing difficulty reaching standards. Our staff uses the "Response to Intervention" model to monitor student learning and progress based on the interventions being used by a given student. Our interventions can include any/all of the following: classroom based interventions, learning support room interventions, before or after school intervention classes, or Special Education services as appropriate for qualifying students. The Las Juntas staff monitors student progress based on their current level of intervention to provide the proper level of support any child may require.

Extensions for students performing above grade level work are also available through our GATE program. This program extends the curricular areas of English Language Arts, Science, and Math for students in grades three through five. In many cases, individual classroom teachers extend learning opportunities within the classroom for students performing above grade level standards.

Las Juntas Elementary school is a wonderful educational haven for all students and members of our community. Members of this educational community have a rich tradition of supporting the efforts of a school that serves all members of the community. Students of Las Juntas have a Solution-Focused School Counselor four days each week to assist with any social/emotional issues that may prevent a child from their highest level of academic success. In addition, our school district has a Primary Intervention Program in all four schools offering an opportunity for children to have guided play and socialization as a means to support social development. Paraprofessional support and tutoring is available for students of Native American heritage through the county's Indian Education Program.

The staff of Las Juntas Elementary School has a long and rich tradition of holding all students to very high levels of academic achievement and character development. The school environment and assessment scores mirror that passion and drive for high levels of achievement.

Las Juntas Goal:

To assure high levels of learning for all students.

Mission Statement

As a school community, it is our belief, each student is a valued individual with unique physical, social, emotional, and intellectual needs.

It is our mission to create a safe and supportive environment in which all students can learn the skills and knowledge needed to reach their potential as contributing members of society.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Parents from the Las Juntas community actively participate in School Site Council, English Language Advisory Council, and PTA.

School Site Council meets once a month to monitor the school plan as well as develop and monitor our categorical budget.

Our PTA currently has over 200 members. Members of our PTA raise funds for assemblies, buses for field trips as well as managing our school's Snack Shack. One of PTA's main goals is to increase the number of family nights and events. Teachers welcome parents and volunteers to assist in the classroom, organize classroom activities, and drive and supervise students on field trips.

For additional information about organized opportunities for parent involvement at Las Juntas Elementary, please contact Aaron Tarzian at (925) 335 - 5830.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	57
Grade 1	73
Grade 2	64
Grade 3	44
Grade 4	43
Grade 5	64
Total Enrollment	345

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3	White	42
American Indian or Alaska Native	2	Two or More Races	
Asian	4.06	Socioeconomically Disadvantaged	53
Filipino		English Learners	25
Hispanic or Latino	43	Students with Disabilities	15
Native Hawaiian/Pacific Islander	1.74		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	2	0	0	20.5	1	1	0				
1	20.0	2	0	0	20.0	2	0	0				
2	18.0	3	0	0	20.0	4	0	0				
3	19.0	3	0	0	17.5	2	0	0				
4	28.0	0	2	0	27.5	0	2	0				
5	28.0	0	1	0	27.0	0	2	0				
K-3	19.0	1	0	0	20.0	1	0	0				
3-4	0.0	0	0	0	0.0	0	0	0				
4-8	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The Las Juntas staff monitors school grounds fifteen minutes prior to the start of school. Staff members also supervise students who are driven home after school by walking each child to his/her car in the loading zone in front of the school. A crossing guard is employed to help children cross Pacheco Boulevard.

Monthly fire drills and Shelter In Place drills are conducted to reinforce both staff and student procedures. Earthquake drills are held twice a year. Shell Oil has provided each classroom with an emergency preparedness kit consisting of emergency materials and supplies. Our emergency plan is reviewed and updated annually.

Classrooms and the office are connected by telephone. Every classroom staff member has been provided with a hand held radio. Teachers bring these with them during supervision in case an emergency arises and they need to communicate quickly with the office. They are also brought out during all emergency drills so we can better communicate with our staff.

Our district Safety Committee is currently in the process of recreating the entire District Safety Plan and each school safety plan with REDI II software to ensure we are one hundred percent compliant with the National Emergency Management Systems.

Date of Last Review/Update: January 2011

Date Last Reviewed with Staff: January 2011

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.9	7.7	3.5	7.8	9.1	7.1
Expulsions	0.0	0.0	0.0	0.0	0.4	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Las Juntas Elementary School is located at the northern end of Martinez, California near established neighborhoods and light industry. It was dedicated in 1956 and is one of four elementary schools in the Martinez Unified School District serving approximately 345 Kindergarten through fifth grade students. It is moderate in physical size. It consists of twenty-six classrooms, a multipurpose room, administration office, and a library.

The play structure has recently been improved by the addition of a covered shade structure. In the summer of 2009, an environmentally friendly white roof was installed and the building was weatherized to improve energy efficiency.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
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	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	18	19	20	203
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.8	.2
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.8	.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.8	---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.4	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	1.0	---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

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.

All students at Las Juntas Elementary school are given quality books for the core subject areas of study.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	The availability and sufficiency of English Language Arts textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
Mathematics	The availability and sufficiency of Mathematics textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
Science	The availability and sufficiency of Science textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
History-Social Science	The availability and sufficiency of History/Social Science textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
Foreign Language	Not applicable	NA	NA

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Health	Not applicable	0	Yes
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,590	\$3,030	\$4,560	\$63,083
District	---	---	\$4,640	\$62,381
Percent Difference: School Site and District	---	---	-3.6	4
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	.03	3.5

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Las Juntas receives services funded by the following sources: Federal NCLB Title I for socio-economically disadvantaged, School Improvement, Safe and Drug Free Schools and Communities (campus supervision, Healthy Kids Survey); Tobacco Use Prevention Education; Highly Qualified Teachers & Professional Development (staff development for certificated, classified and management staff in the Board adopted staff development focus areas); Martinez Education Foundation, ChevronTexaco Partnership Grants, Shell Oil Company grants, and other local grants (teacher and/or school wide grants to support improved student learning).

These funds have been allocated to help provide or support a percentage of the following services:

- Library Media Assistant
- Technology Specialist
- Solution Focused School Counselor

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38,966.00	\$38,970
Mid-Range Teacher Salary	\$57,853	\$59,776
Highest Teacher Salary	\$74,901	\$78,072
Average Principal Salary (Elementary)	96,773.00	\$94,605
Average Principal Salary (Middle)	98,037	\$98,480
Average Principal Salary (High)	111,461	\$106,266
Superintendent Salary	141,780	\$144,721
Percent of Budget for Teacher Salaries	43.6	38.8
Percent of Budget for Administrative Salaries	5	6.0

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	59	61	61	57	62	62	46	50	52
Mathematics	70	72	72	52	62	62	43	46	48
Science	68	58	58	58	63	63	46	50	54
History-Social Science	0	0	0	42	53	53	36	41	44

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	62	74	56	
Female	61	71	59	
Black or African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	
Filipino				
Hispanic or Latino	53	67	42	
Native Hawaiian/Pacific Islander	*	*	*	
White	68	80	83	
Two or More Races	*	*		
Socioeconomically Disadvantaged	52	68	47	
English Learners	35	53	38	
Students with Disabilities	61	64	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.5	50.0	29.7

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (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	2007	2008	2009
Statewide	6	8	8
Similar Schools	8	10	10

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	50	25	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	55	0	-7
Native Hawaiian/Pacific Islander			
White	40	46	-2
Two or More Races			
Socioeconomically Disadvantaged	42	-1	13
English Learners			-60
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	850	819	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino	828	765	715
Native Hawaiian/Pacific Islander			753
White	874	841	838
Two or More Races		764	808
Socioeconomically Disadvantaged	826	737	712
English Learners	787	718	692
Students with Disabilities		600	580

Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	12.5

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.

Our staff participates in professional development days throughout the school year. Each Monday, Tuesday, Thursday, and Friday our instructional hours have been increased to allow for us to release our students early on Wednesdays. After students are released on Wednesday, our staff participates in collaboration time and professional development. Most of our professional development is centered around our work as a Professional Learning Community. Professional Development days are delivered by both district and outside agencies or presenters.

The following represents our current and recent past professional development topics:

- Houghton Mifflin Medallions - text adoption training including technology components and curriculum updates
- Macmillan McGraw-Hill mathematics - text adoption training including technology components
- Data Director - understanding and using the data management system
- Analyzing Student work - data analysis skills and collaboration surrounding the data
- Professional Learning Communities
- Step up to Writing - increasing student writing frequency and organization
- Santillana English Learner Curriculum - increasing EL access/success using core curriculum and meeting ELD standards

In addition to the topics listed above, some teachers have also participated in trainings based on:

- Interactive SMARTboard technology
- Board Math
- Board Language