

# 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	
<b>School Name</b>	Martinez Junior High School	<b>District Name</b>	Martinez Unified School District
<b>Street</b>	1600 Court Street	<b>Phone Number</b>	(925) 335-5800
<b>City, State, Zip</b>	Martinez, CA 94553	<b>Web Site</b>	www.martinez.k12.ca.us
<b>Phone Number</b>	(925) 313-0414	<b>Superintendent</b>	Rami Muth
<b>Principal</b>	Helen A Rossi	<b>E-mail Address</b>	scasey@martinez.k12.ca.us
<b>E-mail Address</b>	hrossi@martinez.k12.ca.us	<b>CDS Code</b>	07617396057186

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

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

Martinez Junior High School is large, comprehensive middle school located in historic downtown Martinez. The school was built in 1931, and renovated using funding from a community bond in 1999. The administrative building houses the library, auditorium, and outdoor tile work, from the original construction. The Martinez community's dedication to the history of its city and the education of its young is apparent by its continuous support of our schools.

### Message From Principal

At Martinez Junior High School, students, parents, staff and community work together to ensure that each student receives a rigorous, comprehensive, balanced and integrated educational program in a safe and caring environment. All children have the opportunity to develop their ability to think critically, solve problems, communicate effectively, work independently and collaboratively, take risks, make decisions, be creative and help others. With the children as the priority, the staff meets weekly in Professional Learning Communities to analyze and reflect on student achievement and best teaching practices, sharing ideas and concerns and establishing ways to communicate regularly with parents and community. All staff of MJHS model a lifelong joy of learning through their own continuous personal and professional growth.

### Mission Statement

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.

### Opportunities for Parental Involvement (School Year 2009-10)

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

Martinez Junior High School has a very active PTSA which meets monthly on site. Parents, teachers, guardians and students are encouraged to join. Funds raised by this group are used to support the academic, athletic and social happenings on campus.

For additional information about organized opportunities for parent involvement at Martinez Junior High, please contact Diane Beck at (925)313-0414.

### 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
Grade 6	299
Grade 7	304
Grade 8	315
<b>Total Enrollment</b>	<b>918</b>

### 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	62
American Indian or Alaska Native	1	Two or More Races	
Asian	3.27	Socioeconomically Disadvantaged	22
Filipino	3	English Learners	5
Hispanic or Latino	21	Students with Disabilities	10
Native Hawaiian/Pacific Islander	0.76		

### Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.2	9	21	17	31.7	2	15	18	28.2	7	12	13
Mathematics	27.8	8	24	10	29.7	5	17	15	28.7	4	18	8
Science	30.9	0	15	11	32.7	0	9	14	30.1	1	16	10
Social Science	31.7	0	13	11	32.9	0	13	15	31.6		14	13

### III. School Climate

#### School Safety Plan (School Year 2009-10)

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

MJHS presents the detailed site safety plan and monthly schedule for drills as part of the staff orientation at the beginning of school each year. The school conducts fire and earthquake drills monthly and participates in the Contra Costa Emergency Response Team. In the spring each year, MJHS participates with local agencies in a disaster drill with outside observers. The Comprehensive School Safety Plan, formatted with the assistance of the REDI II Emergency Plans and Action Guide, is updated and approved annually by our School Site council and our site Climate Committee. All school programs and practices that promote a positive learning environment are reviewed and revised annually for effectiveness.

Date of Last Review/Update: Completed 8/20/2009

Date Last Reviewed with Staff: 8/25/2009

#### 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	13.7	13.7	9.5	7.8	9.1	7.1
Expulsions	0.0	0.9	0.1	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.

School Facility Conditions -- General Information Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

In 1999 Martinez Junior High School's extensive renovation was completed with funding from a bond approved by 85% of the community. The facility is beautiful and clean with continued participation and support from deferred maintenance funds, district staff, and voluntary clean-up/beautification days. Unique and special facilities include the original auditorium and Library, a gymnasium and multi-use room, a fitness facility with numerous exercise stations, two computer labs, a READ 180/System 44 Lab, 4 science labs, an art room, a drama room, and an Industrial Technology lab. All classrooms have internet access, a teacher computer, video system, projection system, phones. Many have document cameras and student computers. All classrooms are equipped with Smart Board Technology. Grants, donations, categorical funds, and award funding programs have allowed MJHS to continue to update technology equipment.

#### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[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
<b>With Full Credential</b>	41	40	41	203
<b>Without Full Credential</b>	2	1	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	6	5	---

### 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
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100	0
<b>All Schools in District</b>	99.8	.2
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	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	1.6	563
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	.5	---
Library Media Services Staff (paraprofessional)	.5	---
Psychologist	.8	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist (non-teaching)	0	---
Other	0	---

## 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.

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

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
Foreign Language	The availability and sufficiency of Foreign Language 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
Health	The availability and sufficiency of Health 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
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	\$5,473	\$1,164	\$4,309	\$63,209
District	---	---	\$4,640	\$62,381
Percent Difference: School Site and District	---	---	-24.4	-1.3
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	-23.6	.05

### 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.

Martinez Junior High School receives both Title 1 and School and Library Improvement Program Funding. The majority of these funds are used to supplement staffing in order to provide increased services to our students.

Title 1 supports .2 FTE of the school librarian providing increased access to literary materials and services for all students. These funds also provide for an additional Learning Center class for students who need tutorial support during the school day in order to access the core curriculum. The remaining funds help cover the cost of classroom instructional materials, staff development and student enrichment/GATE opportunities.

School and Library Improvement funds help to cover the salaries for the Vice Principal, Library Media Assistant and the Microcomputer Specialist. As student learning and safety are our top priorities, financial support of these positions are essential to our site. Funds available over the cost of these salaries help to maintain existing technology, purchase library books and materials, staff development costs, and other classroom materials which enhance our programs.

## 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	56	62	62	57	62	62	46	50	52
Mathematics	45	59	59	52	62	62	43	46	48
Science	65	69	69	58	63	63	46	50	54
History-Social Science	46	54	54	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	57	58	68	55
Female	67	60	70	53
Black or African American	54	46	64	55
American Indian or Alaska Native	*	*	*	*
Asian	77	77	*	*
Filipino	79	69	*	*
Hispanic or Latino	46	45	52	36
Native Hawaiian/Pacific Islander	*	*	*	*
White	68	66	74	61
Two or More Races	47	36	57	36
Socioeconomically Disadvantaged	41	42	49	34
English Learners	11	9	13	6
Students with Disabilities	25	20	36	20
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
7	13.9	31.5	45.8

## 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	7	7	7
Similar Schools	1	2	2

### 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	12	23	22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	1	61
Native Hawaiian/Pacific Islander			
White	13	29	8
Two or More Races			
Socioeconomically Disadvantaged	10	32	63
English Learners			
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	822	819	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino	757	765	715
Native Hawaiian/Pacific Islander			753
White	844	841	838
Two or More Races		764	808
Socioeconomically Disadvantaged	751	737	712
English Learners		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	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 2	
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.

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Due to budget cuts Staff Development Days have been cut district wide. This means that all Staff Development must be done on Time-Banking Wednesdays (on site) and by staff attendance at Local Workshops and Conferences.

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 local and on-site workshops and conferences receiving 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 Administrative Team continues their work with Consultant Judy Cunningham, fine tuning and expanding the foundation of the MUSD Professional Learning Community Academy. The development of the Site Leadership teams continue as their work with work with their department and grade level colleagues delves deeper. Creating and implementing weekly common formative assessments and quarterly summative assessments is continually reviewed and revised, providing 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. The English Language Arts Department has received training in the newly state adopted Pearson and Glencoe ELA Series.

To effectively use the technology here at MJHS, all teachers have been trained in website design and SMART Board Technology, Cyberbullying, Google Docs and My Class Online. 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.