

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	John Swett Elementary School	District Name	Martinez Unified School District
Street	4955 Alhambra Valley Road	Phone Number	(925) 335-5800
City, State, Zip	Martinez, CA 94553	Web Site	www.martinez.k12.ca.us
Phone Number	925 335-5860	Superintendent	Rami Muth
Principal	Marjorie Pampe	E-mail Address	scasey@martinez.k12.ca.us
E-mail Address	mpampe@martinez.k12.ca.us	CDS Code	07617396003834

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

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

John Swett Elementary School is located in an idyllic wooded setting in the Alhambra Valley of Martinez. Built in 1961, the school was renovated in 2003. It houses 427 Kindergarten through fifth grade students in 18 general education classrooms and one Special Day Class. The staff is comprised of 18 regular education teachers, one Instructional Support specialist, one Special Day Class teacher, a PE specialist and a music specialist. Support staff includes a speech pathologist, school psychologist and school nurse who are shared with other schools in the district. Support staff also includes a technology specialist, library assistant, and an English Learner assistant. The school facilities include a technology lab with 30 computers and a Smart Board, a library with over 7,500 titles and a multi-use room with a full stage.

Message From Principal

Welcome to John Swett Elementary School. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. I am pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Our focus is to develop each student's intellectual potential through balanced, integrated, and challenging standards based curriculum. Our goal is to prepare our students to be life long learners who think critically, solve problems, communicate effectively, work independently and collaboratively, and help others. Our purpose is to assure high levels of learning for all students. Working as a professional learning community, our skilled staff is committed to working collaboratively in shifting the focus of education at John Swett Elementary from teaching to learning. Grade level teams are meeting regularly to discuss student learning. As a team of educators, we are developing on-going assessments to analyze student learning and then using this data to drive the instructional practice. We, at John Swett, are proud to be a community of life long learners!

Mission Statement

We at John Swett School believe that students can maximize their potential as life long learners when teachers, family, students, the district, and the community collaborate and communicate to educate children in a safe and supportive environment. Our purpose is to assure high levels of learning for all students.

Opportunities for Parental Involvement (School Year 2009-10)

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

John Swett Elementary School has a very active PTA and an involved parent community. Parents help in the classrooms, on field trips, as well as with after school activities. They raise funds that are used to support our students' education. Our parent members of the School Site Committee are an integral part of the decision making process at John Swett. The parents of John Swett students are valued and true partners in their children's education.

For additional information about organized opportunities for parent involvement at John Swett Elementary, please contact Marjorie Pamppe at (925) 335-5860.

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	80
Grade 1	62
Grade 2	63
Grade 3	69
Grade 4	77
Grade 5	71
Total Enrollment	422

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	64
American Indian or Alaska Native	0	Two or More Races	
Asian	5.45	Socioeconomically Disadvantaged	17
Filipino	2	English Learners	7
Hispanic or Latino	21	Students with Disabilities	7
Native Hawaiian/Pacific Islander	0.24		

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	19.7	3	0	0	20.3	2	1	0	20	3	1	0
1	19.7	3	0	0	19.7	3	0	0	20.3	2	1	0
2	19.3	3	0	0	19.7	3	0	0	22	0	3	0
3	19.8	4	0	0	19.7	3	0	0	21.6	0	3	0
4	25.7	0	3	0	30.5	0	2	0	30	0	2	0
5	30.0	0	2	0	30.0	0	2	0	30	0	2	0
K-3	19.0	2	0	0	20.0	1	0	0	0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0	0	0	0
4-8	0.0	0	0	0	27.0	0	1	0	28	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	7	1	0	0

III. School Climate

School Safety Plan (School Year 2009-10)

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

The site safety plan is reviewed by the staff in the fall. The school conducts fire drills monthly and periodic earthquake and shelter in place drills. In the fall of each year, a disaster drill is held in conjunction with the Martinez Police and Fire departments, Contra Costa Regional Medical Center, as well as the Contra Costa Emergency Response team. The performance during that drill is reviewed by the combined agencies and any procedural revisions are adopted. The Comprehensive School Safety Plan as approved by the Department of Education will be updated to include new guidelines. A district wide safety program has been implemented.

Date of Last Review/Update: 10/2008
Date Last Reviewed with Staff: 9/2009

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	1.7	2.2	0.005	7.8	9.1	7.1
Expulsions	0.0	0.5	0.002	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.

John Swett Elementary school has 2 kindergarten classrooms and 23 regular classrooms. In addition, there is a large library, a computer lab, 1 smaller rooms used English Learner assistant, and the Read Naturally lab. The office building contains a large staff lounge, teachers' work room, nurse's room and rooms for the speech therapist, and psychologist. Our multi purpose room contains a large stage and seating area. It is used for lunch and P.E. classes as well as performances. The school has a sports field, a large black top area, and a play structure. There is a separate activity area with a play structure for the Kindergartners. Woodbridge Children's Center has a building where on-site child care is provided. Woodbridge Children's Center operates as a separate child care facility. It is not affiliated with John Swett School.

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	25	22	22	21
Without Full Credential	0	0	0	0
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	0	0
Total Teacher Misassignments	0	0	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	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0.375	---
Psychologist	0.2	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0.825	---
Resource Specialist (non-teaching)	1	---
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

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
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
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	\$6,030	\$731	\$5,298	\$64,053
District	---	---	\$4,640	\$62,381
Percent Difference: School Site and District	---	---	-6.4	3.7
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	-2.6	3.3

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.

John Swett receives services funded by the following sources: 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, CTAG Grant, Chevron Texaco Partnership Grants, Shell Oil Company grants, and other local grants (teacher and/or school wide grants to support improved student learning).

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	73	73	73	57	62	62	46	50	52
Mathematics	82	82	82	52	62	62	43	46	48
Science	79	84	84	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	68	83	86	
Female	78	80	81	
Black or African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	86	93	*	
Filipino	*	*	*	
Hispanic or Latino	60	69	85	
Native Hawaiian/Pacific Islander	*	*	*	
White	77	87	83	
Two or More Races	92	10	*	
Socioeconomically Disadvantaged	55	63	69	
English Learners	45	55	*	
Students with Disabilities	32	47	*	
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	9.6	30.1	54.8

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	9	9	9
Similar Schools	5	6	6

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	37	6	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	49	2	-3
Two or More Races			
Socioeconomically Disadvantaged			
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	896	819	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino	843	765	715
Native Hawaiian/Pacific Islander			753
White	914	841	838
Two or More Races		764	808
Socioeconomically Disadvantaged		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	Yes	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	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
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.

John Swett has three school days that are dedicated to staff professional development. These days are published at the beginning of the year. In the Spring, 2009, the teaching staff voted to implement early release Wednesdays for the 2009-10 school year. The focus of our professional development days and our early release Wednesdays is on growing as a Professional Learning Community (PLC) - working as a collaborative culture that is responsible as a learning community for the success of all of our students. We have examined the compelling reasons, using established data, for this move from teaching to learning. Our professional development days have been used for training in DataDirector, SMART Board use, web site implementation, and establishing grade level essential learnings in English Language Arts and Math. (We have SMART Boards in each classroom and ongoing training is given to advance our skills their use.) We use the early release Wednesdays for analysis of student data, discussions focusing on best practices and instructional strategies, interventions, and common, on-going formative assessment at each grade level. In addition, we have teachers representing each grade level attending the Professional Learning Community Academy (with school leaders from the Benicia school district) to acquire the skills needed to be PLC facilitators and to build leadership capacity in our school. In addition to this focus on developing as a professional learning community we have also had professional development for our math series. The Martinez Adult School also has a number of professional trainings that teachers can avail themselves of on an ongoing basis.