

# Las Juntas Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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 may 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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Las Juntas Elementary School
<b>Street</b>	4105 Pacheco Blvd.
<b>City, State, Zip</b>	Martinez, CA 94553
<b>Phone Number</b>	(925) 335-5830
<b>Principal</b>	Karen Carlson
<b>Email Address</b>	kcarlson@martinez.k12.ca.us
<b>Website</b>	<a href="https://lje-martinez-ca.schoolloop.com/">https://lje-martinez-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	07617396003842

Entity	Contact Information
<b>District Name</b>	Martinez Unified School District
<b>Phone Number</b>	(925) 335-5800
<b>Superintendent</b>	CJ Cammack
<b>Email Address</b>	abirdsell@martinezusd.net
<b>Website</b>	<a href="http://www.martinezusd.net/">http://www.martinezusd.net/</a>

## School Description and Mission Statement (School Year 2019-20)

Las Juntas Elementary School earned the prestigious California Gold Ribbon Award and the Title 1 Academic Achievement Award. Our 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 350 Transitional- Kindergarten through fifth grade students. The class ratio is 24:1 in all K-3 classrooms. Las Juntas was renovated in the summer of 2013 adding an upgraded food service/kitchen, cafeteria, parking lot, solar, playground, pedestrian walkways and landscaping. In the summer of 2018, Las Juntas a complete renovation of the grass field and track was completed including the addition of a par course. The instructional program at Las Juntas is driven by the Common Core State Standards, district goals, as well as 21st century learning standards. Our accountability system includes the Smarter Balanced Assessment Consortium (SBAC) in addition to district adopted curriculum and assessments to determine students' progress towards grade level standards.

Technology is used daily as a tool in our blended learning environment at Las Juntas. All of our teachers have a teacher iPad/laptop and document cameras to access with their class SmartBoard. In addition to our computer lab, students in 3rd-5th have individual Chromebooks which they use on a daily basis. Our TK-2nd grade and Intervention classrooms each have 8-12 iPads which are used daily across the curriculum. Our students utilize google docs, Haiku, WIKI, Student Blogs, Coding, iMovie, Prezi, Powerpoint and a variety of Apps for publishing, recording student solutions/work, reading, math, etc. We have the LJE S.T.E.A.M.(Science, Technology, Engineering, Arts, Mathematics) Lab which opened in December 2016. S.T.E.A.M. education allows our students to prepare to participate in today's global community by practicing the 4 C's – creativity, critical thinking, communication, and collaboration. Teachers are able to use the S.T.E.A.M. Lab to work with students on a variety of challenges and activities including robotics, circuits, coding, building kits,etc.

Most of our classroom teachers are certified through a 6 day training in Project GLAD (Guided Language Acquisition Design). The Project GLAD strategies are used during instruction to support all students. Project GLAD is a researched based method of differentiated instruction that helps promote the learning of academic language alongside practice of speaking, reading, and writing all through academic content curriculum. Project GLAD was selected because it has been proven to increase academic success and provide significant supports to all students especially English Language Learners, special education students and GATE students.

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" (RTI) model to monitor student learning and progress. Our interventions can include Tier 1 classroom based interventions, Tier 2 small group specialized academic instruction, in math and reading, with an intervention teacher and a para-educator in groups (Resource and Targeted Time Intervention \*TTI) or Special Education services as appropriate for qualifying students.

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 access to Solution-Focused School Counselors four days a week to assist with social skills, peacemakers and any social/emotional issues that may prevent a child from their highest level of academic success. We also offer tutoring 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 positive school culture and dedication to student achievement provides a wealth of opportunities for our students to become college and career ready as they build their foundation for academic and social-emotional learning.

**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.

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	69
Grade 1	64
Grade 2	48
Grade 3	47
Grade 4	62
Grade 5	65
Total Enrollment	355

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.6
Asian	3.7
Filipino	2.3
Hispanic or Latino	46.2
Native Hawaiian or Pacific Islander	1.1
White	31.8
Two or More Races	8.5
Socioeconomically Disadvantaged	50.4
English Learners	26.5
Students with Disabilities	15.2
Homeless	2.5

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	20	22	
Without Full Credential	1	2	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/28/2019

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinemann Units of Study for Reading and Writing, new adoption Board approved in 2017. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
Mathematics	Bridges Math for K-5, new adoption Board approved in 2016. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Pearson Scott foresman Science for K-5, new adoption Board approved in 2007. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
<b>History-Social Science</b>	Houghton Mifflin California Social Studies for K-5, new adoption Board approved in 2006. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
<b>Health</b>	Positive Prevention Plus for K-5. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 350 Transitional 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 a covered shade structure. In the summer of 2009, an environmentally friendly white "cool" roof was installed and the building was weatherized to improve energy efficiency. In the summer of 2013, Las Juntas was renovated adding an upgraded food service/kitchen, outdoor covered eating area, parking lot, solar, playground, pedestrian walkways, and landscaping. In 2016, the new HVAC system was installed in all parts of the facility. In the summer of 2018, Las Juntas finished a complete renovation of the back grass field and track area which now includes a par course.

Jas Juntas Elementary is slated for a complete rebuild of a new facility beginning June 2020.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good Fair	HVAC new in 2016.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Fair	Multi-Use Room needs floor and window blind replacement. Also needs paint.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Ants during summer, otherwise no pest problem
<b>Electrical:</b> Electrical	Fair	Nightlight short
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair Poor	renovated in 2000. Restrooms, sinks and fountains serviceable
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Test high smoke detectors in Multi-Use Room
<b>Structural:</b> Structural Damage, Roofs	Fair	Roof needs new coating
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Trees - trim away from roofs, trim bushes away from handrails. Playground surface - patch cracks and reseal
<b>Overall Rating</b>	Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	33	33	53	54	50	50
<b>Mathematics (grades 3-8 and 11)</b>	25	23	42	41	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	174	166	95.40	4.60	32.53
Male	86	81	94.19	5.81	30.86
Female	88	85	96.59	3.41	34.12
Black or African American	12	12	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	80	97.56	2.44	28.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	55	49	89.09	10.91	38.78
Two or More Races	13	13	100.00	0.00	30.77
Socioeconomically Disadvantaged	93	91	97.85	2.15	31.87
English Learners	60	59	98.33	1.67	27.12
Students with Disabilities	50	45	90.00	10.00	11.11
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	174	167	95.98	4.02	22.75
Male	86	82	95.35	4.65	21.95
Female	88	85	96.59	3.41	23.53

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	12	12	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	80	97.56	2.44	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	55	50	90.91	9.09	30.00
Two or More Races	13	13	100.00	0.00	23.08
Socioeconomically Disadvantaged	93	91	97.85	2.15	19.78
English Learners	60	59	98.33	1.67	18.64
Students with Disabilities	50	46	92.00	8.00	13.04
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.



### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	31.7	17.5	19.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

Parents from the Las Juntas community actively participate in School Site Council, English Language Advisory Council, Garden Club, Lunch with a Loved One and other PTA events.

School Site Council meets about six times per year to review, plan and monitor the School Site Plan, School Safety Plan, categorical budget and additional school projects or issues.

Our PTA is dedicated to our students and school community. The PTA raises funds for assemblies, entry fees & buses for field trips. One of PTA's main goals is to increase the number of family night activities, Dine & Donate opportunities and school community events.

Parents are encouraged to volunteer in the classroom and to drive/supervise students on field trips.

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

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.0	5.7	3.8	5.3	4.6	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The Las Juntas staff monitors school grounds thirty 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/Camino del Sol and at Arthur Rd/Karen Ln.

Monthly fire drills and Shelter In Place drills are conducted to reinforce both staff and student procedures. Earthquake and intruder/lock-down drills are held twice a year. Shell Oil has provided each classroom with an emergency preparedness barrels consisting of emergency materials and supplies. Our site emergency plan is updated, reviewed and approved by the Site Council and MUSD School Board annually.

Classrooms and the office are connected by telephone. All staff members use hand held radios for yard supervision and after school car duty in case an emergency arises and they need to communicate quickly with the office. They are also used during all emergency drills so we can better communicate with our staff.

Our District Safety Plan and School Safety Plan are one hundred percent compliant with the National Emergency Management System. It was approved by the board in January 2018.

Date of Last Review/Update: August 2019

Date Last Reviewed with Staff: August 2019

Date of next Board Review: March 2019

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		3		20	1	3		154	1	2	2
1	24		2		18	3			21	1	2	
2	21	1	2		24		2		24		2	
3	17	4			20	1	2		23		2	
4	29		2		30		2		27		2	
5	30		2		22	1	2		25	1	2	
Other**	12	1			8	1						

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	443.8

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.8

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,272.55	\$2,177.68	\$ 6,094.87	\$81,669.75
District	N/A	N/A	\$5,886.69	\$72,226.00
Percent Difference - School Site and District	N/A	N/A	-200.0	11.8
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-200.0	13.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Las Juntas receives services funded by the following sources: Federal Title I for socio-economically disadvantaged, Martinez Education Foundation, 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:

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

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,123	\$46,208
Mid-Range Teacher Salary	\$68,370	\$72,218
Highest Teacher Salary	\$88,518	\$92,742
Average Principal Salary (Elementary)	\$125,902	\$134,864
Average Principal Salary (Middle)	\$130,549	\$118,220
Average Principal Salary (High)	\$129,738	\$127,356
Superintendent Salary	\$188,700	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

Martinez Unified professional development focus for the past eight years has been to transform classroom practice to meet the demands of college and career readiness. Content emphasis has been on the implementation of the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the use of technology to transform and enhance instruction. Though each individual school site varies in its particular needs around these areas, as a district the vision for Professional Development is consistent among all schools. As the focus has shifted from the transition to the CCSS to the implementation of the instructional rigor needed to fully address the standards, Professional Learning has had to shift as well. In the past few years, MUSD has emphasized the changes required of educators around key focus areas: mindset, intentionality, instruction, and access.

Professional Development is formally provided to all teachers two full-days a year; one day in August and one in January. In addition to the full-day training provided, three half-day PD release times are provided to our teaching staff. This year these release times have been focused on Writing Calibration across all elementary sites. We have also provided time to train teachers in our new IXL online skill-building platform. This supplemental program provides Tier I differentiated support and a customized learning plan for all K-5 students. Additional opportunities for individual and grade-level specific professional development in other content areas, i.e. EL learners, math, Universal Design for Learning, etc. are also provided based on teacher needs and site requests.

Beginning in 2017-18, and continuing through and into 2019-20, professional development at the elementary level has been focused on the implementation and extension (with the recent addition of a K-2 Phonics Program) of Readers and Writer's Workshop. To support implementation and student learning, MUSD has brought in consultants who are expertly trained in the Columbia Teachers' College Reading and Writing Project model. These coaches have supported our teachers in varying ways over the past three years. Each year professional development has been designed to support teacher and student growth, as well as rigor within this program. Training includes "demo days" where the coaches plan and model instruction with teachers and then, in turn, teachers practice in front of the coaches. The coaches have also spent time with principals discussing the elements of the workshop model, what to look for when conducting classroom observations, and how to give feedback to teachers within the workshop. This has built the capacity of our teachers and principals to sustain the implementation of high-quality instruction within our Balanced Literacy block. In addition, the coaches work with Reading and Writing Support Teachers from each site to provide additional training. The Support Teachers (primary and upper elementary teachers from each site, up to four teachers per site) meet five times a year with the coaches, as well as provide training and support for colleagues at their respective school sites via staff meetings, grade-level training, and 1:1 support.

Our staff participates in site and district 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 Wednesdays, our staff participates in grade level collaboration time and staff professional development. Professional Development days are delivered by both district and outside agencies or presenters.

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

- \*Common Core professional development delivered through district wide/site professional development
- \*Adoption of Reader's Workshop Curriculum- Lucy Calkins/ Units of Study
- \*Bridges Math curriculum and incorporation of Math Talks
- \*Analyzing Student work - data analysis and collaboration surrounding the data from benchmark pre/post math & writing units. Teachers also use ESGI & Running Records Data.
- \*UNITS of STUDY- The Reading and Writing Project (Lucy Caulkins) - increasing student literacy and writing frequency/organization
- \*GLAD - increasing depth of knowledge, strategies & integrating core curriculum (Several teachers attended the GLAD International Conference. All staff participating in release time to visit a GLAD school and have grade level planning/implementation of strategies)

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

- \*Interactive SMARTBoard technology, Chromebooks, Google Apps for Education and IPAD Training
- \* Readers Workshop: staff professional development, release time for demo lessons with feedback for growth
- \*Daily 5/Literacy Cafe: Reading strategies for increasing comprehension, fluency, vocabulary, word work, etc.
- \*Zones of Regulation: Social-Emotional Regulation