

School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

San José Unified School District

John Muir Middle

1260 Branham Lane
San José, CA 95118

Phone: (408) 535-6281
Fax: (408) 535-2319

Grades 6-8



Principal

Gloria Marchant
Gloria_Marchant@sjusd.org



1998-1999
2002-2003

San José Unified School District

855 Lenzen Avenue
San José, CA 95126
(408) 535-6000

Superintendent

Vincent Matthews, Ed. D.

Assistant Superintendents

Dr. William J. Erlendson
Chris D. Funk

Board of Education

Jorge González Trustee Area 1
Richard Garcia Trustee Area 2
Pamela Foley Trustee Area 3
Veronica Lewis Trustee Area 4
Leslie Reynolds Trustee Area 5

This school is in Trustee Area 4.



Principal's Comments

John Muir Middle School's Mission is to ... "EDUCATE. INSPIRE. EMPOWER." We will educate, inspire, and empower citizens who are prepared for entry into higher education and the global workplace of the 21st Century. The John Muir staff incorporates educational innovations in order to provide students with experiences that will prepare them for a rapidly changing world. The staff is dedicated to providing powerful and meaningful learning experiences that foster self-esteem and enhance success for all students.

John Muir Middle School is an urban school and is one of seven middle schools in the San Jose Unified School District, a district that serves approximately 36,000 students from a diverse population of families representing more than seventy different nationalities. Much of this diversity is reflected in the John Muir population of approximately 1073 students: 45% are Hispanic, 28% Caucasian, 14% Asian, 6 % are Black, and 7 % other (Pacific Islander/Filipino/No response).

John Muir Middle School has consistently maintained its enrollment over the last five years, while also maintaining a diverse student population. There are many languages represented at Muir, with Spanish being the predominant language other than English. The number of students receiving English Language development instruction has remained relatively constant for the last three years. Currently, there are 150 ELLs (English Language Learners) at John Muir Middle School. ELL students represent 14% of the total population. Last year 23.6% of the ELL students were reclassified as Fluent English Proficient, meaning that they met the all three criterion designated by the State (compared to SJUSD reclassification rate at 12.3%). Throughout the year, ELL students are flexibly placed in the necessary ELD and mainstream courses while being monitored by the administration and the EL coordinator. Students who are not progressing academically are referred to tutorials or intervention classes to accelerate the learning process.

John Muir currently serves 115 special education students, 84 resource students, 11 special day class students, and 20 autistic students. This is roughly 10 % of our school population. All RSP students are enrolled in mainstream classes, including intervention classes in Math and English. Some RSP students who do not qualify for intervention classes are enrolled in a Guided Studies class, which supports students' success in all other classes. SDC students have one teacher for all core subjects, which include intervention curriculum and a PE teacher. We also offer two autism classes fully staffed with highly qualified autism teachers and counselors. In addition, John Muir has 24 students on a 504 Plan, which represents 2% of the John Muir population.

At Muir, twenty-two students are enrolled in Migrant Education, 47% of our students are economically disadvantaged and are on the Free and Reduced lunch program.

John Muir currently has 278 students identified as GATE. GATE students represent 25% of the John Muir population.

John Muir continues to be a strong leader in the infusion of technology through curriculum. We continue to dedicate our resources to maintain and enhance our technology programs at Muir. There is a strong correlation in the use of technology to enhance learning and students' success. Apple Trainers, The Superintendent of Education of Hawaii and their delegation, and the Legislative Education Project have visited John Muir Middle School from Sacramento to observe our highly successful implementation of technology into the curriculum. Our teachers use technology to enhance students' learning experiences by naturally differentiating the curriculum, differentiating assessments and keeping students motivated in their own learning. John Muir has met and exceeded the Title III Annual Measurable Achievement Objective (AMA) 1 for five consecutive years 2005-2009.

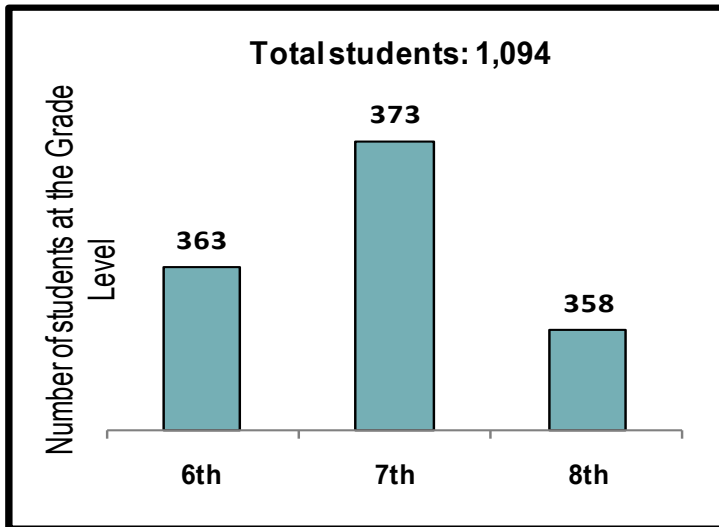
John Muir has received numerous awards and recognitions throughout the years. These include recognition as a California Distinguished School, 1999-2000 and 2003-2004.

John Muir's staff believes in educating the "whole child". John Muir's leadership classes are involved in rewarding students for their positive behavior and citizenship. The Leadership class is also in charge of organizing lunchtime activities for students and staff to participate on Fridays. All students are encouraged to participate in these activities, which promote positive peer and adult relationships, while creating a positive school culture and school pride. These include Football, Basketball, Soccer and Friday Music in the Quad. Our after school activities include the All-Stars program, which provides students with an hour of enrichment, an hour of physical activity, and an hour of homework for a total of three hours a day, five days a week. Among the activities offered after school is an array of "Clubs" which expose students to new experiences. We strive to keep students connected and engaged in different programs with the ultimate goal that they will be successful socially and academically.

John Muir is currently implementing PBIS (Positive Behavior and Intervention Support), which concentrates on positive student behavior and interactions. The main goal is to teach students appropriate social behavior, while still enforcing District guidelines. In addition, student recognition is an essential part of promoting success. Students are recognized throughout the year by receiving "SOAR" tickets for random acts of kindness and for doing the right thing, as well as during the fall and Spring Honors Ceremonies. John Muir strives to meet students'

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2008-2009 school year.



African American	5.76 %
American Indian or Alaska Native	.82 %
Asian	14.63%
Filipino	3.75 %
Hispanic or Latino	45.47 %
Pacific Islander	1.28 %
White (Not Hispanic)	27.15 %
Multiple or No Response	%
Socioeconomically disadvantaged	47.00 %
English Learners	14.00 %
Students with disabilities	11.00 %



Class Size

Average Class Size and Class Size Distribution

Subject	2007-2008				2008-2009				2009-2010			
	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+
English	22.4	28	30	8	17.1	39	36	2	19.2	27	37	2
Mathematics	26.2	8	26	6	18.9	28	23	7	23.7	9	30	1
Science	26.9	7	25	7	19.0	23	22	4	23.0	8	32	
Social Science	24.7	12	26	6	17.5	32	31	3	22.5	10	31	

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).

social and emotional needs, while exposing them to a challenging and rigorous curriculum. John Muir prides itself in recognizing student achievement. Last year, we recognized over 550 students at Honors Night for having a GPA of a 3.0 or higher.

There are five areas that John Muir focuses on with the ultimate goal of developing a caring, positive and rich school culture. These five areas are listed below:

1) High Expectations

Expectations Assemblies are held for each grade level at the start of each semester. Administrators do a follow-up to the assemblies the following day by presenting to small groups at specific locations on the campus (cafeteria, hallways, library, bus pick-up area). This shows explicit examples of positive "SOAR"ing (PBIS Slogan) behavior.

2) Caring School Climate

The following efforts will be aimed at increasing student-to-student connectedness among all groups on our diverse campus.

Grade-Level Assembly: "Balance of Power" presentation encourages students to take responsibility for their actions, and recognize what is motivating people's actions. In class, classroom teachers hold small group discussions after the assembly (handout and discussion guide will be provided). If student and staff feedback for this assembly is positive, more can be scheduled.

Emphasize/ publicize (through school website, morning announcements, Parentlink, marquee, posters) our diverse club offerings that are open to all students. Clubs to be offered include: Technology Club, The Social Club, Service Learning Challenge, Ballroom Dancing Club, Drama Club, Hiking Club.

Create grade level competitions to increase a sense of belonging and pride with in grade levels. Grade levels will compete for the honor of winning "The Golden Falcon", our symbol of school pride. Competitions will center around Friday lunchtime activities, fundraising/donations efforts (Pennies for Patients benefiting Leukemia and Lymphoma Society, Warm Coat Drive, Canned Food Drive), GPA competitions, and attendance at school sporting events. Leadership students will recruit and encourage participants from all student groups.

PBIS Incentives: Students who are witnessed by staff as exemplifying our PBIS slogan (being prepared and early for class, treating others with respect, staying organized, or contributing to a safe school environment) are given a "SOAR" raffle ticket. Every two weeks, several SOAR ticket winners are drawn, and the winning students are rewarded with either a school privilege or a fun prize.

Student Panel: On our November 10th Staff Development Day, a panel of randomly selected students (25) participated in a panel discussion with the entire teaching staff. Students had created questions that they wanted teachers to respond to, and teachers had done the same. A sharing of perspectives and viewpoints allowed all parties to express their opinions, and the respectful environment allowed everyone's voice to be heard.

3) College-Going Culture

College Day: Teachers and students will be encouraged to wear a shirt or sweatshirt from their favorite college. Teachers will be encouraged to share with each of their classes the educational highlights of their college experiences.

4) College and Career Day and Field Trips:

Furthermore, John Muir exposes students to College and Career Education. Every 8th grade student goes on to visit local four-year universities, such as Stanford, Berkeley, Santa Clara, Santa Cruz, and San Jose State University. Many of our former students, who have gone on these trips, go on to attend these universities. In addition, every single student participates in the College and Career Fair in May. All students participate in a College and Career day when about 60 professionals from the community, including parents, come to speak to students about different careers, the path to college, and other post secondary paths. Students attend 2-3 workshops about different careers. There is also a motivational speaker who kicks off the day with a great assembly. This fair is made possible by the collaboration of our parents and community members, who volunteer their time to present and share different professions and careers with students. During Muir's College and Career week in May, Social Studies teachers talk to students about their college experience and the colleges they attended. In addition, teachers inform students about what they would need to enter a community college or a four-year university. This year, students have had the chance to explore possible careers through the Social Science classes using an online program at www.bridges.com. This program allows students to explore up to 1000 unique careers and also narrow down careers that match students' skills and interests. In addition, 8th grade Language Arts classes teach a month long unit, which builds on college and career topics. The students are taught life skills, as well as given the chance to explore possible college and careers of interest to them. Through the many Elective classes, students have an opportunity to explore non-traditional careers in the arts.

5) Boundaries and Expectations: The following staff effort will be aimed at creating a common language and expectation for responses to student misbehaviors:

Staff meeting time will be used to create common definitions for minor and major offenses, the behaviors that apply to each, and the appropriate staff response to the behavior. Fidelity to these agreed upon responses will be monitored through the sharing of SWIS data and ongoing staff discussion throughout the school year.

John Muir Middle School's API has gone up 60 points in the last five years. John Muir's API is currently at 778. We are quite proud of the growth students in all subgroups have demonstrated in Math and English Language Arts. John Muir ranks 6th in the State of California. John Muir continues to offer a variety of High School Equivalency Courses in Geometry, Algebra, and Spanish. Many of our 8th grade students go on to high school with these credits.

Since the expansion of the visual performing arts program, which is under the direction of a highly qualified art teacher, John Muir had several students honored by the County Office of Education Young Artist Showcase for outstanding artwork. Their work can still be admired on the walls of the SCCOE. John Muir is also in the process of developing a successful Drama program. John Muir has put on a Spring Play for the last 6 years. Muir continues to be honored as a Santa Clara County Outstanding School in the area of Science/Science Faire. Each year, our students' projects are honored with awards and the opportunity to participate in Science fairs at the state and national levels.

In an effort to maintain clear and consistent communication with parents and community members, John Muir gives each students a "Homework Helper" to keep track of assignments, activities, and events. In addition, a Weekly Bulletin is posted on the John Muir Website, a Parent Link phone call is made every Friday, and the school website is kept updated with the most current school information. Please visit our website at www.sjUSD.org/school/john_muir. There you will find links to many other resources, such as PTSA, Pacing Guides, CDE, and many others.

Our staff is one of the best, if not the best! They work hard to provide an academic experience that will "Educate. Inspire. Empower" our students to become globalized citizens of the world. John Muir also prides itself in the diversity that makes it special and the connections students make with friends and classmates that open their eyes to the world. The John Muir Staff has also been having fun by coordinating and participating in softball games with the staffs from Willow Glen Middle and Hoover Middle School. Students have come out to cheer their teachers, administrators, classroom aids, and custodians. John Muir rocks!

Principal's Experience

Gloria Marchant is on her ninth year at John Muir Middle School. Ms. Marchant spent the first year dealing with activities and discipline followed by 4 years as the Vice Principal of Instruction. This is Ms. Marchant's fourth year as the John Muir Principal. Prior to Muir, Ms. Marchant spent five years in the classroom at Hoover Middle School.

Suspensions and Expulsions—3 year comparison

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Rate of Suspensions	26.8%	25.4%	9.14%	13.6%	11.8%	5.17%
Rate of Expulsions	0.6%	0.8%	0.9%	0.2%	0.2%	0.19%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Major Achievements

John Muir 's API has increased steadily since 2006. The year 2006 was the exception; John Muir experienced a decrease of 11 points in the API due to an increase in enrollment of about 400 students from an underperforming school. However, in one year, John Muir increased the mean API of the incoming students by an average of about 100 points.

The average point gain for John Muir Middle School since 2006 has been approximately of 12 points. Every significant subgroup has experienced growth since 2006. The subgroup with the greatest growth in the last five years are English Learners with a gain of 85 point, which is a greater growth compared to the school wide growth of five years.

Even though, not all subgroups met the ELA AYP target of 56.8% Proficient or Advanced on the CST, John Muir's English Learners continue to grow on a yearly basis. The same applies for Math. Not all subgroups met the Math AYP target of 58% Proficient or Advanced, but all subgroups showed growth in the 2009-2010 Math CST. The subgroup with the greatest growth was the English Learner subgroup with a math gain of 9.0 %.

John Muir has met and exceeded the Title III Annual Measurable Achievement Objective (AMAO) 1 for three consecutive years from 2006-2009. John Muir met the Title III Annual Measurable Achievement Objective (AMAO) 2 two consecutive years in 2007-2008, however, there

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓				
Interior: Interior Surfaces	✓				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓				
Electrical: Electrical			✓		There were 18 deficiencies in this area. They were for the need to replace burned out light bulbs or replace non working banks of lights, no cover for extension cord in Rm 101, 307, 501, 505 and 508; and for a missing plate leaving wire exposed in Rm 508.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓				
Safety: Fire Safety, Hazardous Materials	✓				
Structural: Structural Damage, Roofs	✓				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of September 28, 2010

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	49	45	48	1360
Without Full Credential	2	3	2	59
Teaching Outside Subject Area of Competence	0	0	0	2

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.



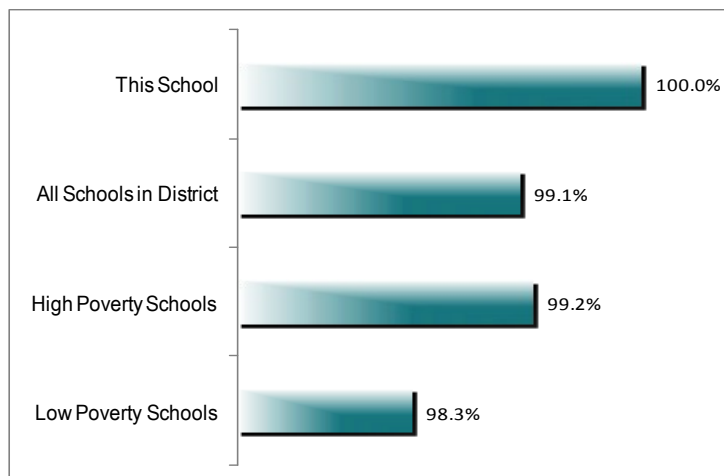
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

- Teacher misassignments (teachers assigned without proper legal authorization)
- Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- 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).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The **No Child Left Behind Act (NCLB)** requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

was a steep decline in 2009.

In order to meet the 2010 Title III Annual Measurable Achievement Objective (AMAO) 1 of 53.1%, English Learners will have to maintain the steady growth they've had in the last three years. However, in order to meet the Title III Annual Measurable Achievement Objective (AMAO) 2 of 32.2%, English Learners will have to increase by 2.8%.

JMMS has met and exceeded the reclassification rates for the last four years. This may be attributed to an intensive writing class offered to all ELL students during Period 7, which takes place after school. In addition, all ELL students are in mainstream classes, with the exception of ELA -Milestones and Social Science, receiving standards based instruction provided by CLAD certified teachers, who provide differentiated instruction and vocabulary support. All SDAIE students attend all mainstream classes taught by CLAD certified teachers.

ELL and SDAIE students have shown the greatest growth in both ELA and Math CST. The subgroup with the greatest growth was the English Learner subgroup with a math gain of 9.0 %. Even though not all subgroups met the ELA AYP target of 56.8% Proficient or Advanced on the CST, John Muir's English Learners showed an increase of 7.5% in one year.

John Muir continues to offer a variety of High School Equivalency Courses, in Geometry, Algebra, and Spanish. We had over 80 Eighth grade students leave John Muir with over 10 High School Equivalent Credits.

John Muir prides itself in recognizing student achievement. Last year, we recognized over 550 students at Honors Nights for having a GPA of a 3.0 or higher.

Since the expansion of the Visual Performing Arts Program and the direction of a highly qualified art teacher, John Muir had several students honored by the County Office of Education Young Artist Showcase for outstanding artwork. Their work can still be admired on the walls of the SCCOE. Muir was also honored as a Santa Clara County Outstanding School in the area of Science/Science Faire.

Parental Involvement

John Muir's PTSA sponsors a variety of activities involving parents, which include Falcon Night Dances, the Summer Bridge Program, field trips, spring fundraisers, dance and drama programs, as well as a series of teacher appreciation events. PTSA brings in over \$45,000 of additional funds per year to the school. Our major fundraisers are a fall catalogue fundraiser and Jogathon in the spring. PTSA holds open meetings the second Wednesday of the month.

John Muir has a Site English Language Advisory Council (SELAC), which holds open, monthly meetings to discuss school programs and student opportunities. John Muir parents represent the school at the District level meetings (DELAC) on a monthly basis.

The Muir Weekly Bulletin describes all the activities and events taking place that week. Teachers post the Weekly Bulletin in their classrooms and it is posted on the John Muir Website on a weekly basis. This bulletin is updated weekly on the John Muir Website. Parents, students, and community members are welcome to navigate our John Muir Website. It is full of useful and updated information. It includes a link to PTSA and SELAC with information on how parent can become involved at school.

Also, we encourage Parent Volunteers in the classrooms and during events. Parents must go through the district to get their fingerprints taken and must have a TB test on file.

At every PTSA and SELAC meeting, parents are offered Empowerment Workshops to support parents and families with their middle school child's education and development. Some of these workshops include talks by professionals on topics such as cyber bullying, nutrition, academic support, and Internet safety among others.

For further information on our parent volunteer program, please contact John Muir Middle School or visit our website.

Climate for Learning

Safety

Date safety plan updated: September 2010

Date safety plan last reviewed with staff: October 2010

At John Muir Middle School, the assistant principal of discipline, Giovanni Bui works with the school staff in updating and monitoring the School Safety Plan. The safety plan includes specific procedures for school wide emergencies. In September 2009, the entire school community participated in a yearly Code Red Training.

At John Muir Middle School, our goal is to help all students discover, develop, and enjoy their unique talents; to encourage them to reach their

goals; to create an intellectual curiosity and a love of learning, and most of all, to teach them to be kind, considerate human beings. We believe in the “whole child”. We offer a balanced academic program with outstanding electives and after-school programs customized to student’s interests. Through a proactive administration and staff that provides a quick response to all students needs, John Muir Middle School offers a safe and caring environment that enriches students’ education.

This year, John Muir has begun the implementation of PBIS (Positive Behavior Intervention System), which focuses on rewarding positive behavior. John Muir’s slogan is “Falcon SOAR to 800 or More”- SOAR stands for: S for Safety; O for Organization; A for Academics; and R for Respect.

Through PBIS, John Muir has a consistent set of school wide classrooms rules, which focus on the “SOAR” concept. Students are rewarded daily for doing the “right thing” in their classrooms, in the hallways, and at lunchtime. Students receive SOAR tickets, which they enter in a bi-weekly raffle for an array of incentives. Also, there is a monthly school wide “SOAR” focus that every student and every teacher participates in. The monthly “SOAR” focus ranges from the appropriate use of the Homework Helper to the grade level with the least amount of tardies and absences. It also focuses on other items that support the success of all students academically and socially.

Lunchtime intramural offers four sports throughout the year including volleyball, flag football, basketball, and soccer. The program is open to all students and provides enrichment opportunities for students during lunch.

Homework

Homework, which may take an average of 20-30 minutes per class per night to complete, will be assigned as needed. Most teachers assign homework Monday-Thursday. Usually weekend homework is related to long-term assignments or preparation for exams. Students are issued a Homework Helper in the beginning of the year, which is used for recording homework and classroom assignments. It is expected that homework will be turned in on time for full credit. It is the student’s responsibility to make sure that homework is completed and turned in as assigned.

Under these tough economic times, John Muir has continued to maintain a well-staffed HOMEWORK CENTER, which is open to students on Mondays, Wednesdays, and Fridays from 2 p.m.-4 p.m. Students may drop in as needed. They sign in and out when they attend. Parents are welcome to drop in at any time. The Homework Center services an average of 60-70 students per hour three times a week. Students have all the materials they need to complete homework assignments at their disposal. These include access to computers, printers, Internet, and textbook and support materials. This is a separate program for “All-Stars”.

Discipline

In accordance with District guidelines, the John Muir staff has developed a Disaster/Emergency Plan. Students and staff participate in monthly emergency evacuation drills. Many staff members have received CPR certification. Students receive safety instruction in their Science classes on how to use the science equipment appropriately.

Two-way communication in all classrooms, hand-held walkie-talkies, and our campus assistants and officers help keep our school safe. Supervision is of great importance to administrators, security staff, and the faculty. Students are always supervised before and after school, as well as during passing periods and lunchtime. Parent volunteers who have gone through the district background check are welcomed to volunteer their time to supervise activities and events at John Muir. We welcome parent involvement.

In addition, we are implementing a tiered discipline system, which is a component of PBIS. Through PBIS, John Muir has a consistent set of school wide classrooms rules, which focus on the “SOAR” concept. Students are rewarded daily for doing the “right thing” in their classrooms, in the hallways, and at lunchtime. Students receive SOAR tickets, which they enter in a bi-weekly raffle for an array of incentives. Also, there is a monthly school wide “SOAR” focus that every student and every teacher participate in. The monthly “SOAR” focus ranges from the appropriate use of the Homework Helper to the grade level with the least amount of tardies and absences.

The main goal is to teach students appropriate social behavior while still enforcing District guidelines.

Facilities

John Muir Middle School prides itself on the cleanliness of its campus. Maintenance of the grounds and campus buildings is a high priority. The John Muir locker rooms were completely renovated during the summer of 2005 for ADA compliance. The student and staff restrooms were renovated as well.

John Muir has a state of the art Technology Wing, which includes a Video Editing Room, Multimedia Conference Room, and Technology Support Center.

During the summer of 2008, John Muir's science classrooms were remodeled and upgraded. In addition, John Muir received a face lift by getting new windows. These projects were finished on time before school started on August 28th, 2008. During the summer of 2009, John Muir continued to receive another face-lift by having all the asphalt in all the parking lots, basketball fields, and fire lanes resurfaced.

Through a special grant through Chevron and Bank of America, John Muir was updated with solar panels in three of the wings and parking lot in the form of carports. John Muir's solar project was completed in December 2008. John Muir is working on implementing the educational component of the Solar Energy program.

QUALITY, CURRENCY, AND AVAILABILITY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS



	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/ Language Arts	0%	No
Mathematics	0%	Yes
Foreign Language	0%	Yes
Science	0%	Yes
History-Social Science	0%	Yes
Health	0%	K-5 Yes 6-8 No
Science Laboratory Equipment (grade 9-12)	0%	Yes

A list of textbooks and adoption dates is available at:

http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Evaluating/Improving Teachers

The John Muir administrative team works with San Jose Unified School District Human Resources to ensure that all teachers are highly qualified in their subject matter. All of our teachers have been placed in positions according to their subject matter credential and over 92% are NCLB compliant. The percent that are not in compliance will be compliant by the end of the 2009-2010 school year. Recruitment, hiring, and evaluation focuses on meeting NCLB criteria.

The John Muir administrative team uses the San Jose Unified School District's teacher evaluation system to evaluate classroom teachers on a regular basis. The evaluation system is designed to support teachers and guide ongoing professional growth. It is grounded in research-based teaching practices that optimize student learning. It focuses on the knowledge, skills and attitudes that our professional teaching staff must demonstrate. The evaluation system is carefully aligned with the focused work of our District. It supports a standards-based learning community for all stakeholders. In addition, administrators and academic coaches perform regular walkthroughs to ensure quality teaching and provide support to staff members.

Our staff is one of the best, if not the best! They work hard to provide an academic experience that will "Educate. Inspire. Empower" our students to become globalized citizens in a competitive and ever changing world. John Muir also prides itself in the diversity that makes it special and the connections students make with friends and classmates that open their eyes to the world. The John Muir Staff has also been having fun by coordinating and participating in softball games with the staff from Willow Glen Middle and Hoover Middle School. Students have come out to cheer their teachers, administrators, classroom aids, and custodians. John Muir rocks!

Teachers have an integral part in decision-making process that affects curriculum, instruction, staff development, and other programs.

Professional Development

John Muir's staff members participate in ongoing staff development throughout the school year, both on campus and off campus. They receive staff development in diversity, differentiating curriculum, technology, and site-specific data analysis. All staff development incorporates school wide issues and specific classroom strategies that can be implemented to support student achievement. The staff is recognized for curriculum innovations, strategies, and programs that address students' diverse learning styles and special talents.

New teachers have regular meetings with mentor teachers, BTSA and PAR coaches, who provide information and training as needed. John Muir has onsite mentor teachers who also assist beginning teachers. New teachers are also provided with release time to pursue ongoing professional development support and to observe the classrooms of more experienced teachers. The John Muir staff is encouraged to attend workshops and conferences that promote professional development. Our on-campus professional development is created by our site-based team to meet the needs, as indicated, by our staff to promote student achievement.

New teachers have regular meetings with mentor teachers, BTSA and PAR coaches, who provide information and training as needed. John Muir has onsite mentor teachers who also assist beginning teachers. New teachers are also provided with release time to pursue ongoing professional development support and to observe the classrooms of more experienced teachers.

Professional development is provided in a variety of methods, depending on the nature of the activity. All staff development and in-service days are aligned with the professional development plan for the school. The training takes place on campus for Staff Development days, with outside trainers coming to campus. Teachers who attend other professional development workshops, conferences, and/or training's may be gone after-school, during the school day (in which the site provides substitute teachers), or on the weekends. The funding for these conferences, workshops, and training varies, depending on the specific areas.

Even when funding is scarce, we have made a commitment to offering Professional Development opportunities to teachers. We believe it is an investment in the education of our students. We encourage teachers to seek workshops in their subject areas or in areas of need. The SCCOE and other agencies provide a wealth of workshops that teachers continue to attend on a regular basis.

At John Muir, we pride on the experience and expertise we have among our teaching staff. Therefore, we also focus on the concept of "Teachers Teaching Teachers". During Professional Development days, our own staff trains teachers in high interest areas. These may include Writing Workshops, How to Use Data to Improve Student Progress, Technology Lessons, and many other areas teachers feel would support them in the classroom.

There are two district wide initiatives that are being implemented fully and with fidelity: EDI (Explicit Direct Instruction) and Professional Development and Coaching. At every staff meeting, we train teachers on EDI. We have broken down the presentation to ensure that the entire book on EDI is covered by the last staff meeting. Teachers have been given a journal to reflect in at each staff meeting. There are two coaches on campus—one for ELA and one for Math. They are providing structured professional development and coaching to teachers. There is a coaching cycle that offers continuous feedback and time to modify and improve instruction and delivery in the classroom.

Substitute Teachers

Substitute teachers are able to receive information regarding their assignments prior to substituting, per an automated phone system. If a substitute arrives on campus, without prior knowledge of the assignment, lessons plans are left by the teacher and available at the front office. Substitute teachers receive a packet of information regarding school policies and procedures. We have a well-qualified group of substitute teachers who enjoy coming to John Muir. Therefore, Muir has not experienced difficulties in securing qualified substitute teachers.

Long-term substitutes are integrated into the school staff and are asked to join staff meetings and department meetings. This allows them to become better informed of school issues.

Curriculum

John Muir Middle School offers a comprehensive, rigorous curriculum that is aligned with the California State Content Standards. Benchmark assessments are given in core subjects at regular intervals to measure growth and level of student mastery. Student achievement data is examined to make curricular decisions. In addition to a strong academic program, Muir also offers a wide variety of elective courses in the areas of Computers, Digital Music, Industrial Arts, Leadership, Spanish, and Art. The Physical Education Department has developed an outstanding curriculum that focuses on sports, teamwork, and physical fitness.

This year intervention classes are being implemented for students who are having difficulty accessing the core curriculum and who are two or more years behind grade level. The district is using standardized curriculum throughout the district for both Math and ELA intervention courses.

Reading and Writing

John Muir provides numerous opportunities for reading and writing across the curriculum. All departments participate in staff development that supports Language Arts, reading, and writing. The school wide unification is evident in the teacher focus in the classroom and is reflected by student work. A wide variety of instructional strategies, differentiated curriculum, writing rubrics and project-based assessments are widely used in all classrooms. For the last three years, John Muir has been using a web-based writing program called "Vantage". This program provides

School Finances (Fiscal Year 2008-2009)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	8,755.88	3,664.67	5,091.21	63,959.23
District	9,302.70	4,038.27	5,264.43	66,170.00
Percent Difference - School Site and District	-5.88%	-9.25%	-3.29%	-3.34%
State			5,681.00	68,170.00
Percent Different - School Site and State			-10.38%	-6.18%

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/>, and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

Types of Services Funded

San José Unified School District spent an average of \$9,303 per student in the 2008-09 school year, compared to \$8,825 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$279,871,911. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the Certificates Salaries and 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	\$42,969	\$42,377
Mid-Range Teacher Salary	\$71,000	\$67,667
Highest Teacher Salary	\$86,290	\$87,102
Average Principal Salary (Elementary)	\$106,935	\$108,894
Average Principal Salary (Middle)	\$111,600	\$113,713
Average Principal Salary (High)	\$134,522	\$124,531
Superintendent Salary	\$245,309	\$223,323
Percent of Budget for Teacher Salaries	37.10 %	40.20 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

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 California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

The CAPA and CMA are alternative assessments for special education students with Individual Educational Plans.

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 at <http://starsamplequestions.org/welcome.html>

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.

California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level

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	45	54	54	51	54	56	46	50	52
Mathematics	42	44	49	48	50	51	43	46	48
Science	52	56	58	50	52	57	46	50	54
History-Social Science	35	45	49	43	49	50	36	41	44

California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57	52	57	50
All Students at the School	54	49	58	49
Male	49	50	54	48
Female	59	48	62	51
African American	45	48	39	33
American Indian or Alaska Native	*	*	*	*
Asian	72	72	62	59
Filipino	77	74	57	57
Hispanic or Latino	37	30	45	37
Native Hawaiian or Pacific Islander	50	56	*	*
White (not Hispanic)	72	66	86	70
Two or More Races				
Socioeconomically Disadvantaged	37	35	42	35
English Learners	10	15	11	7
Students with Disabilities	23	22	29	23
Students Receiving Migrant Education Services	35	35	45	45

Academic Performance Index (API)

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 API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. 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 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% 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 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	6	6
Similar Schools	4	2	4

API Changes 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.

	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All students at this school	12	29	1	781
Asian	6	21	10	875
Hispanic or Latino	16	25	-8	700
White (Not Hispanic)	3	32	16	862
Socioeconomically disadvantaged	17	27	-9	695
English Learners	8	23	31	691
Students with Disabilities	16	40	28	555

Adequate Yearly Progress (AYP)

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 English-language arts (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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pend
<p>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.</p>		

Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	25
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

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 (English-language arts 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.

California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.3	26.7	27.7

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

San José Unified School District

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 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.

San José Unified's SARCs are prepared by the Office of Educational Accountability

(408) 535-6194 ▼ Fax (408) 535-2308

<http://www.sjUSD.org>

Data and Access

DataQuest

DataQuest is an online data tool located 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.

students immediate feedback on their writing skills. It has been a great motivator in promoting students writing.

John Muir Middle School has one section of Language! for identified 6 grade students who need to develop their literacy skills. Students were placed in Language! based on CST ELA scores, as well as a diagnostic reading placement exam. Incoming sixth grade students who do not qualify for the Language! program but are still below grade level in Reading, are placed into a yearlong Reading program to work on basic reading fluency, comprehension, and understanding. In addition, we are also implementing 6-8 grade intervention ELA classes using Inside curriculum. CST scores are used to screen students who need this extra support. These classes are offered during the regular school day. We currently have four Inside intervention classes to accelerate student learning in the area of ELA. The main goal of John Muir Middle School is to send all students to high school reading at or above grade level.

A creative writing class has been designed for ELD students that qualify for reclassification and need to improve their writing skills to enter general education classes. In addition, we also have two 8th grade and one 7th grade writing classes for students who scored Basic in their 7th grade ELA CST. Students improve their reading comprehension, critical thinking, and writing skills in this class.

Math

The focus of the core mathematics curriculum at John Muir Middle School is the development of essential mathematical understanding through all strands. Muir offers a well-balanced approach in the area of mathematics. Students are assessed at the beginning of the school year to ensure appropriate placement in math courses. Throughout the year, teachers assess student products and performance formally and informally via portfolios. All students have access to accelerated math courses, with both Algebra HE and Geometry being offered at John Muir Middle School.

This year, John Muir offers two levels of math intervention for students. We are currently using Momentum Math for 6th and 7th grade students who struggle with math concepts and who are performing two or more years below grade level. These students still receive grade level math instruction. For 8th grade students, we are using a pre-algebra readiness course to support all at risk 8th grade students in the grade level Algebra I course.

Science

All students have a full year of Science with a focus on Earth Science in sixth grade, Life Science in seventh grade, and Physical Science in eighth grade. John Muir Middle School students focus on understanding earth, life, and physical science and making scientific tools and technologies in our natural world. Students make sense of new science information by connecting it to what they know or have experienced. They use technology/multimedia to enhance projects and make presentations for peers and the community. Students have to do a science fair project every year they are at Muir. We have had many students representing us at the County Science Fair.

Social Studies

Social studies is part of the Core Program for sixth and seventh grade. In eighth grade, the class may not be part of a core but will have strong ties to Language Arts through thematic literature. We have expanded and integrated the historical contributions of cultural and ethnic groups with hands-on activities. This enhances the program and includes simulations, debates, and special projects. Members of the social studies department meet and plan to address the standards and student needs. This year, students have had the chance to explore possible careers through the Social Science classes, using an online program at www.bridges.com. This program allows students to explore up to 1000 unique careers and also narrow down careers that match students' skills and interests.

Textbooks

John Muir Middle School uses San Jose Unified School District's approved textbooks for all curricular areas. Students are provided with a classroom set as well as a home set of textbooks in Math, Science, and Social Studies. Many staff members maintain personal libraries in their classrooms, allowing access to literature for all students.

John Muir students have access to textbooks and instructional materials in all core subject areas that are in good condition. In some of our subject areas, students have two textbooks; one that stays in the classroom and one that is for home.

Specialized Programs

GATE

Per San Jose Unified School District guidelines for middle schools, all students are grouped into heterogeneous classes. GATE students' academic achievement is part of the responsibility of the classroom teacher in core subjects. Students are tested at the beginning of the school year to determine Math ability and are scheduled accordingly. Rigor and high expectations for reaching academic standards are the basis of core class instruction. Projects and project-based learning offer vehicles that promote differentiated instruction for all students. Muir prefers to approach the gifted learner in a whole-school manner, by offering a variety of classes, particularly in our after-school program. In this way, we may better reach the needs of a much broader group of gifted students.

Special Ed

John Muir Middle School provides 3 full-time Resource Specialists, 3 full-time Special Day Class teachers, and 6 full-time Instructional Associates to service its Special Education students. An IEP (Individualized Education Plan) is developed for Special Education students to address their academic and behavioral for success. Speech therapy services are provided for students with language, fluency, and articulation needs. Adaptive physical education is available for students who need special therapy with physical handicaps. Psychological services are available for formal assessment, informal observation, and consultation, and Student Study Team collaborations. John Muir is also implementing Full Inclusion with RSP students. All RSP students are fully mainstreamed in all core subject areas and are scheduled in a Guided Studies class, where they receive support in all subjects, as well as support on organization, time management, and social behavior.

At-risk students

John Muir Middle School offers a Student Assistance Program (SAP) that identifies students who are "at risk" academically and/or social emotionally, based on school wide criteria. The SAP team meets on a regular basis and collaborates with the Attendance Improvement Team to discuss 'at risk' students and problem solve. Students are referred to the Student Study Team process, where the students, parent, and teachers come together to develop an action plan to ensure student success. John Muir has a new AB825 coordinator position, which is funded through a competitive grant that serves schools with a large "at risk" population. Our coordinator identifies "at risk" students, completes the SAP and SST process for them, and works with our attendance committee. The coordinator also communicates with the staff, parents, and the administration regarding the status of the identified "at risk" students.

In addition, each administrator is in charge of meeting with each "at risk student" in a specific grade level. They discuss grades, obstacles students may be facing, and set goals for the student to be successful. The administrator continues to monitor student's progress and may make referrals to any specific agency if the student is in need of specific help.

English language learners

John Muir Middle School provides ESL and SDAIE classes in every grade level and CORE subject area. All students who have a home language other than English are assessed, and those identified as Limited English Proficient, are placed at the appropriate educational level. They receive instruction and support from classroom teachers, resource teachers, and paraprofessionals trained in the second language acquisition methodology. Native Spanish speakers have the opportunity to take the district challenge exam, in Spanish, for high school credits. Students may earn between 10-20 high school credits based on their language abilities. John Muir has one of the highest reclassification rates for English Learners. In other words, English Learners move into English fluency at a faster rate thanks to our intensive and rigorous academic curriculum. Administrators meet with all ELD students who may not be succeeding academically to develop awareness and a plan of action. The goal is to ensure that students are receiving the support and the services they need to be successful in middle school and later in high school.

Students with disabilities

Students with disabilities are supported with the assistance of a case manager who monitors the students Individualized Educational Plan (IEP). All students with disabilities are mainstreamed, as appropriate, into regular education classes per the student IEP.

After-school programs

John Muir Middle School offers a variety of after-school programs for students. Under these tough economic times, John Muir has continued to maintain a well-staffed HOMEWORK CENTER, which is open to students on Mondays, Wednesdays, and Fridays from 2 p.m.-4 p.m. Students may drop in as needed. They sign in and out when they attend. Parents are welcome to drop in at anytime. The Homework Center services an average of 60-70 students per hour three times a week. Students have all the materials they need to complete homework assignments at their disposal. These include access to computers, printers, Internet, textbook, and support materials. This is a separate program from "All-Stars".

A comprehensive “After School All Stars” program integrates academics and sports, and has joined John Muir in order to provide three hours of structured support for student development. Parents must sign their students up to enroll in this program and must attend an orientation meeting at the beginning of the school year. It is a great program for students to develop academically and socially. The program also focuses on the concept of “the student athlete”.

Among the activities offered after school is an array of “Clubs” which exposes students to new experiences. Some of these clubs include a hiking club, which takes students to a 3-4 day camping or exploration trip in the spring; a drama club, which put together a spring play every year; a technology club, which exposes students to an array of different forms of music; a ballroom dance club; a service learning club; and a social club, where students learn to cope and deal with different social situations. We strive to keep students connected and engaged in different programs, with the ultimate goal that they will be successful socially and academically.

Tutoring

We are in our fifth year of promoting student awareness of college and career opportunities. Our growing program includes workshops, higher education day, career fair, college visits, and partnerships with the Central County Occupational Center (CCOC), and University Women.

Every teacher has scheduled “open lab hours” for students to receive specific help on any area of challenge. Through the Homework Center, many students receive support from certified teachers, who help students do their homework. There are also after school classes or workshops in math and writing. Students who struggle with math may enroll in an after school tutoring math class to fill in gaps with the areas of challenge. The same applies for students struggling with writing.

We also encourage parent volunteers who have gone through the district background check to tutor students. We have many returning students who participate in community service projects that include tutoring students or helping with coaching.

College and Career

We are in our fourth year of promoting student awareness of college and career opportunities. Our growing program includes workshops, higher education day, career fair, college visits, and partnerships with the Central County Occupational Center (CCOC), University Women, and IBM Mentoring. Our efforts to expose all students to higher education start with goal setting in 6th grade and field trips to high schools. In 7th grade, students learn more about programs that are offered at the community college levels and at the vocational level. All 7th graders visit a community college or CCOC. In 8th grade, students are more aware about colleges and universities. The college and career committee takes students to four-year universities such as Stanford, Santa Clara, UC Santa Cruz, UC Berkeley, and San Jose State. In May, we hold a career fair where about 60 professionals volunteer their time to showcase their career.