

# Modoc Middle 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>	Modoc Middle School
<b>Street</b>	906 West Fourth St.
<b>City, State, Zip</b>	Alturas, Ca, 96101-3716
<b>Phone Number</b>	530-233-7201
<b>Principal</b>	Noelle Knight
<b>Email Address</b>	nknight@modoc.k12.ca.us
<b>Website</b>	<a href="http://mms.modoc.k12.ca.us/">http://mms.modoc.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	25735856058697

Entity	Contact Information
District Name	Modoc Joint Unified
Phone Number	5302337201
Superintendent	Tom O'Malley
Email Address	tomalley@modoc.k12.ca.us
Website	www.modoc.k12.ca.us

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

At Modoc Middle School, we provide sixth, seventh, and eighth grade students with a strong district-adopted curriculum in all subject areas. We are concentrating on improving students' achievement through a variety of programs, including AVID, Accelerated Reader, before school, at lunch and after-school tutoring, ELA & Math intervention, and school-wide Intervention Class for all students. Our staff welcomes parent input and communicates with parents regularly via the phone, email, and student planners. Our 30-station computer lab, and 6 Chrome Book Carts are running well and we are focusing on integrating technology in all curricular areas. All core curriculum classrooms have interactive Smart Board technology. Every year we use Title I funds to pay for instructional aides, who provide individual assistance in core curriculum. These para-professionals are also available to students before school, at lunch, and after school for extra tutoring and to provide a quiet place to study.

### Buildings

Modoc Middle School was built in 1929 and expanded in 1951 and 1959. Energy efficient remodeling was done in 1986. The school has two wings. The east wing has three classrooms in use for 6th graders. The west wing has three classrooms, a computer lab, a library, and a science lab. There are several outside classrooms which house core classes along with art, music and physical education. Special education services are provided in a classroom in the west wing, an outside classroom, and throughout our campus as an inclusion model. There is a multipurpose room equipped with a kitchen where food for the whole district is prepared. This area is also used as a cafeteria, sports/assembly area, and a stage. The office complex is in the west wing. Student restrooms are in both wings. The playground provides basketball hoops and a large area of asphalt, as well as large grassy areas for play and sport. Our campus is clean, attractive, safe, and well-maintained.

### Library

Modoc Middle School library is utilized for our student library, student store, club meetings, and student hang out. The library is housed in one room that also serves as a meeting and tutoring room. Students are scheduled to visit the library once a week during their English/Language Arts classes. The library's hours vary with the availability of the librarian, who also runs the library at Alturas Elementary School. The librarian runs a book club for the middle school students.

### Computers

Modoc Middle School has a permanent computer lab, 6 Chrome Book Carts and individual chrome books to be used in Intervention. Staff members are incorporating educational apps into their lessons. Students and staff use a variety of software applications and online recourses daily, including Microsoft Word, PowerPoint, Excel, Google Classroom, Google sheets, and Kahoot. The Accelerated Reader program encourages students to read independently. All teachers use the district-wide networked Aeries program for attendance and grading.

### Homework

Homework provides an opportunity for students to learn responsibility and practice the concepts they've learned in class. Each student is given an AVID binder that includes a student planner, dividers, pencil pouch and paper at the beginning of the school year. Teachers avoid assigning work on Fridays unless the student has makeup work to complete. Students and parents have access to the Aeries.net, a web portal that allows students and parents to check student progress and grades. Teachers post the week's assignments online. Modoc Middle School provides before-school, lunch, and after-school tutoring (8:00 – 8:10 a.m., 12:00-12:25 p.m., and 3:00 – 3:30 p.m. in the afternoon).

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

Grade Level	Number of Students
Grade 6	67
Grade 7	71
Grade 8	51
<b>Total Enrollment</b>	<b>189</b>

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

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	9
Asian	1.6
Filipino	1.1
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	1.1
White	64
Two or More Races	3.7
Socioeconomically Disadvantaged	72
English Learners	3.2
Students with Disabilities	6.9
Foster Youth	2.1
Homeless	

## 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	7	9	12	41
Without Full Credential	2	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	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	1

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: December 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections for 6th, 7th, 8th grade, Houghton Mifflin Harcourt, DeCoding, Inside ELD	Yes	0.0 %
Mathematics	College Preparatory Mathematics - CPM	Yes	0.0 %
Science	Grade 6: California Science, MacMillan McGraw Hill, 2008 Grades 7 - 8: Focus on Life Science, Glencoe-McGrawHill, 2007	Yes	0.0 %
History-Social Science	Grade 6: California Studies, Houghton Mifflin, 2007 Grades 7 - 8: Social Studies, Prentice Hall, 2006	Yes	0.0 %

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

The facilities inspection occurred October 2019. Northern California Schools Insurance Group Risk Control Consultant conducted the inspection and rated the facilities. Monthly, local inspections are conducted by staff and all safety features are addressed immediately. Interior and exterior lighting retrofits have been completed at various locations. Blacktop replacement was completed in 2018/2019 at various locations on campus.

Geothermal heating retrofit is taking place at the campus and is scheduled for completion in 2018/2019.

### 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

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
English Language Arts/Literacy (grades 3-8 and 11)	32	35	31	35	50	50
Mathematics (grades 3-8 and 11)	23	25	21	23	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	185	181	97.84	2.16	34.81
Male	89	87	97.75	2.25	24.14
Female	96	94	97.92	2.08	44.68
Black or African American	--	--	--	--	--
American Indian or Alaska Native	14	14	100.00	0.00	21.43
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	33	97.06	2.94	36.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	120	117	97.50	2.50	34.19

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	136	133	97.79	2.21	31.58
English Learners	11	10	90.91	9.09	20.00
Students with Disabilities	15	13	86.67	13.33	0.00
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	186	181	97.31	2.69	24.86
Male	89	87	97.75	2.25	18.39
Female	97	94	96.91	3.09	30.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native	14	14	100.00	0.00	14.29
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	17.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	120	116	96.67	3.33	27.59
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	137	133	97.08	2.92	20.30
English Learners	11	10	90.91	9.09	10.00
Students with Disabilities	16	13	81.25	18.75	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
7	15.2	13.6	51.5

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 of Modoc Middle School students continue to meet as the Modoc Middle School Community Support Club (CSC). This forum for communication is open to parents, staff, and community members, and participants to help with activities and conduct fundraisers. Our School Site Council meets quarterly to update our site plan, approve state and federal categorical budget items, and evaluate the effectiveness of those expenditures. We regularly send out newsletters, keep our website and Google calendar updated with upcoming activities, post to the Modoc Middle School Facebook page, and send phone callers with pertinent information. We host a Back-to-School Night in the fall and an Open House in the spring. Modoc Middle School staff members encourage parents to monitor their children's academic progress closely by contacting staff via email and regularly accessing the Aeries.net program. Modoc Middle School sends a progress report home two times a quarter – totaling eight progress reports yearly in addition to four regular report cards. The AVID program also provides multiple events and opportunities for parents to attend events in support of their student's education. To find out how you can volunteer at our school, please contact the school secretary at (530) 233-7201, extension 301.

### 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	11.5	19.4	15.1	9.7	12.1	11.4	3.6	3.5	3.5
Expulsions	1.9	1.9	0.5	1.0	0.4	0.1	0.1	0.1	0.1

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

Teachers, administrators, and other staff are highly visible on the campus before, during, and after school hours. There is a schedule in place for specific supervision before school, during break, and during lunch. All visitors to the campus are closely monitored; signs at both front entrances direct them to report to the main office to sign in and be given a visitor's pass. Upon entrance to the campus, all doors are locked and monitored by a camera system to ensure the safety of guests admitted onto campus. The school safety plan is reviewed yearly and monthly checks for classroom safety conditions are conducted by classroom teachers. MMS holds fire drills monthly and earthquake drills twice per year. As a school, MMS practices two lockdown drills every year. All classrooms are equipped with telephones. All staff carry a hand held radio at all times. The school has a close working relationship with local law enforcement agencies. Student discipline is a school-wide focus. Staff sends discipline referrals to the office, where either the principal or administrative assistant chooses a course of action. Our school follows district guidelines for suspension and expulsion under California Education Code Section 48900. Options available to the administration include after-school community service, requiring parents to accompany their children at school, in-school suspensions, out-of-school suspensions, after-school detentions, and expulsion. Good citizenship is recognized through award assemblies, report cards, and the PBIS (Positive Behavior Intervention Supports) program. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school for an entire semester, school year, or permanently.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	16	7	3		16	7	3		18	6	4	
Mathematics	18	5	3		16	7	1		11	11	1	
Science	24	3	4		23	3	4		24	3	3	
Social Science	24	1	5		25	1	4		25	1	4	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	.0

\*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	6673	503	6170	52821
District	N/A	N/A	9268	56057
Percent Difference - School Site and District	N/A	N/A	-40.1	-5.9
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A		-15.1

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)

**Specialized Resource Staff:** Modoc Joint Unified School District and Modoc County Office of Education and other Modoc County agencies to provide social-workers, speech and hearing specialists, school psychologists, nurses, behavior coaches, and technology specialists. These specialists work on an as-needed basis at Modoc Middle School and other schools in our district. We are concentrating on improving students' achievement through a variety of programs, including AVID Bridges, AVID, elective courses, Accelerated Reader, ELA/math Intervention, Power Morning, small math classes with extra Instructional Aide support, and tutoring opportunities. These programs are offered during the school day, before and after school. Our staff welcomes parent input and communicates with parents regularly via the web-based app, phone, email, student planners, and school newsletters.

**Academic Guidance Counselors:** A district counselor is available at the request of teachers or parents. In all schools, classroom teacher/support staff may counsel students. A school site, district, or county counselor is also available, and the school principal may serve as a counselor also.

**Gifted and Talented Education:** Teachers accommodate gifted and talented students in their classroom by increasing the pace of their learning. Sometimes students move up a grade in their academic area of strength but stay with their own grade for other subjects. In small schools, teachers may frequently work with the individual student.

**Special Education Program:** A Modoc County Office of Education Specialist is available daily for special needs students through the Modoc County Office of Education. The county provides special education resource aide hours as needed. Students with Individualized Education Programs (IEPs) receive accommodations in the classroom according to their needs. The Modoc County Office of Education provides psychological and speech services as needed.

**English Learner Program:** All our teachers are certified to teach English learners and these strategies are embedded into all classes. We offer a Core Support class during the school day to help any student in need of language acquisition. Staff members use appropriate strategies in all their classes to ensure the English learners have full access to the curriculum. MMS encourages the parents of English learners to join our School Site Council, where they can have English translated into Spanish.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,011	\$43,574

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$54,102	\$63,243
Highest Teacher Salary	\$81,473	\$86,896
Average Principal Salary (Elementary)	\$82,751	\$103,506
Average Principal Salary (Middle)	\$79,384	\$108,961
Average Principal Salary (High)	\$94,941	\$108,954
Superintendent Salary	\$122,500	\$136,125
Percent of Budget for Teacher Salaries	31%	30%
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	26	26	27

Annually, MJUSD re-evaluates its annual focus items. All schools in the district plan teacher workshops accordingly to develop and implement their own focus, based on the district plan. A Professional Learning Committee has been implemented district-wide, with each school working to articulate goals and practices. The focus is on student academics and school climate/culture. Throughout the district, and in each site, teachers meet either with other grade level teachers, by department and as an entire staff. Meetings are held weekly; each Wednesday, students are released early to provide extra time for staff Professional Learning Committees. In these meetings, teachers analyze data, examine and assess student work, plan goals and assessments, and work towards implementing the Common Core State Standards, AVID methods and strategies, PBIS, and Capturing Kids Hearts strategies. Conference attendance is still a part of professional development, but the major focus at MJUSD is in-house development.