

# Ball Junior High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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., 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**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Ball Junior High School
<b>Street</b>	1500 West Ball Road
<b>City, State, Zip</b>	Anaheim, CA 92802-1626
<b>Phone Number</b>	(714) 999-3663
<b>Principal</b>	Karen Dabney, Ed.D.
<b>E-mail Address</b>	dabney_k@auhsd.us
<b>Web Site</b>	<a href="http://ball.auhsd.us/">http://ball.auhsd.us/</a>
<b>Grades Served</b>	7-8
<b>CDS Code</b>	30664316061683

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

### School Description and Mission Statement (Most Recent Year)

#### Vision Statement:

The Ball Junior High School vision is to challenge all students to academic excellence in a positive, secure and stimulating environment, knowing that education is the key to opportunity and social mobility. We realize that success is dependent on an unwavering commitment to high standards, expectations and performances on the part of staff and students alike. Collaboration and communication with families is essential to achieving our goals both present and future.

#### Mission Statement:

Ball Junior High School is committed to provide all students with an academic and social environment that promotes:

- An engaging, enriching, and rigorous setting that emphasizes 21st century skills development, such as, collaboration, critical thinking, creativity, and communication.
- A safe, caring, friendly, and positive academic atmosphere where mutual respect is given to all stakeholders.
- A professional learning community where staff, parents, and students work together as a team to meet the ever-changing demands of society and the 21st Century.

#### Highlights:

Ball Junior High School offers the following courses, which ultimately support students in completing University of California A-G requirements: Math 1, Math 2; Spanish 1, and Spanish 1 for Spanish Speakers. Ball Junior High School also has an award winning Visual and Performing Arts program (Art 1, Art 2, Drama 1, Drama 2, Band [beginning, intermediate, advanced and jazz], and choir [beginning, intermediate, and advanced]). We also have the largest intramural sports program of all junior high schools in the Anaheim Union High School District. Ball Junior High School partners with the University of California, Irvine (UCI) on the Writing Pathways project, which supports teachers as the site transitions to Common Core State Standards. The mathematics department is also supported by UCI mathematics curriculum. Ball Junior High School also has a STEAM Academy and an after-school STEM Inc. class, as part of a grant with California State University, Fullerton.

Ball Junior High School offers the following support courses to help close the achievement gap: English Language Mainstream (ELM), Intensive Literacy, inclusion classes (co-teaching model), a Learning Skills support class for are most at-risk students, as well as before and after school tutoring services. Additionally, Ball Junior High School offers Saturday Academy enrichment courses each month.

#### Demographic Information:

Ball Junior High School, located in Anaheim, California, serves 1,040 students, in which 84% participate in the free and reduced meal program, 26% are designated English Learners, and 12% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 80% Hispanic; 6.6% White; 8.3% Asian; 2% African American, 1.4% Pacific Islander, .3% Native American, and .59% Mixed Race/Multiracial.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	506
Grade 8	537
<b>Total Enrollment</b>	<b>1,043</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.4
Asian	6.9
Filipino	2.5
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	1.1
White	6.4
Two or More Races	0.5
Socioeconomically Disadvantaged	90.6
English Learners	27.4
Students with Disabilities	14.1
Foster Youth	0.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	37	40	42	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	27

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>1</b>	<b>1</b>
Vacant Teacher Positions	0	0	0

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

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	98.7	1.3
<b>High-Poverty Schools in District</b>	98.6	1.4
<b>Low-Poverty Schools in District</b>	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** August 2015

Instructional materials for any class are available for review by students and parents in the Ball Junior High School Media Center. Textbooks for core academic classes are purchased and adopted through the State and District adoption cycles. All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students. Parents can contact the Administration and/or teacher directly with questions about any instructional materials or the availability of textbooks.

This information was collected in October 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	University of California, Irvine Mathematics Project curriculum and instructional materials were adopted in 2014-15. Additionally, mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course.	Yes	0
<b>Science</b>	Science textbooks were adopted in 2006-07 There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student	Yes	0
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. There is one textbook available per student.	Yes	0
<b>Health</b>	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	NA		NA

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

Ball Junior High School is a comprehensive middle school established in 1962. The 24 acre site included 40 regular classrooms and 4 portable classrooms. There are 15 labs, which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.). The site also includes a cafeteria, a media center, a gym, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on September 28, 2015.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 28, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Repairs made to ceiling tiles in various rooms. Repair to drywall in teacher's office in Band Room.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Repairs to clocks in Rooms 11 and 39.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Electrical cover plate replaced in men's faculty restroom. Paint repairs made in boy's restroom in band room.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repairs to asphalt near amphitheatre.

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 28, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	27	44	44
Mathematics	18	28	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	509	496	97.4	48	23	24	5
	8	560	532	95.0	40	35	21	4
Male	7		247	48.5	54	20	21	4
	8		289	51.6	43	34	21	2
Female	7		249	48.9	41	27	26	6
	8		243	43.4	36	37	21	5
Black or African American	7		10	2.0	--	--	--	--
	8		12	2.1	50	42	8	0
American Indian or Alaska Native	8		4	0.7	--	--	--	--
Asian	7		29	5.7	21	10	59	10
	8		45	8.0	13	22	51	13
Filipino	7		12	2.4	25	25	50	0
	8		13	2.3	8	31	46	15
Hispanic or Latino	7		398	78.2	53	23	19	5
	8		422	75.4	44	36	18	2
Native Hawaiian or Pacific Islander	7		8	1.6	--	--	--	--
	8		4	0.7	--	--	--	--
White	7		39	7.7	23	41	28	5
	8		29	5.2	31	31	24	14
Two or More Races	7		0	0.0	--	--	--	--
	8		3	0.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	7		445	87.4	50	23	22	4
	8		480	85.7	42	34	20	3
English Learners	7		123	24.2	88	11	1	0
	8		123	22.0	76	20	4	0
Students with Disabilities	7		60	11.8	90	8	2	0
	8		67	12.0	87	12	1	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	509	497	97.6	48	32	15	4
	8	560	539	96.3	58	24	11	6
Male	7		244	47.9	46	32	18	4
	8		293	52.3	57	25	11	7
Female	7		253	49.7	50	32	13	4
	8		246	43.9	61	23	11	5
Black or African American	7		9	1.8	--	--	--	--
	8		12	2.1	67	33	0	0
American Indian or Alaska Native	8		4	0.7	--	--	--	--
Asian	7		29	5.7	17	28	41	14
	8		48	8.6	23	21	27	29
Filipino	7		12	2.4	25	50	25	0
	8		13	2.3	23	23	31	23
Hispanic or Latino	7		400	78.6	54	30	13	4
	8		424	75.7	65	23	9	3
Native Hawaiian or Pacific Islander	7		8	1.6	--	--	--	--
	8		4	0.7	--	--	--	--
White	7		39	7.7	21	59	18	0
	8		31	5.5	42	39	13	6
Two or More Races	7		0	0.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		3	0.5	--	--	--	--
Socioeconomically Disadvantaged	7		447	87.8	51	32	14	4
	8		487	87.0	61	23	11	5
English Learners	7		125	24.6	90	8	2	0
	8		129	23.0	83	9	6	2
Students with Disabilities	7		59	11.6	85	10	5	0
	8		66	11.8	86	8	5	2
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	63	53	46	61	61	56	59	60	56

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.



### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	46
Male	53
Female	38
Black or African American	18
American Indian or Alaska Native	--
Asian	81
Filipino	76
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	--
White	62
Two or More Races	--
Socioeconomically Disadvantaged	27
English Learners	17
Students with Disabilities	44
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.20	27.10	31.70

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

Ball Junior High School's Parent Teacher Student Association (PTSA) is very active. We encourage parents to be directly involved at the school site to contact us regarding: joining PTSA, supervising lunch time, supervising school dances, chaperoning field trips, assisting with music concerts, assisting classroom teachers with special projects, helping with registration in the fall, helping with the 8th grade party and assisting with other activities as needed. In addition, parents serve on the following committees which meet regularly throughout the year: School Site Council, Title I, English Learners Advisory Council, and the Superintendent's Advisory Council. Through our school's community liaison and Title I, we provide training and support to parents interested in helping their student continue their education beyond high school. We also offer adult ESL courses for our parents to help them with learning English. At Ball Junior High School, we encourage all parents to be involved with their children's education. We thank you in advance for your support and promise to do all we can to help you and your student have a great educational experience.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	12.15	11.61	10.29	5.79	5.42	5.36	5.07	4.36	3.80
<b>Expulsions</b>	0.16	0.08	0.00	0.20	0.13	0.02	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

School Safety Plans are reviewed on an annual basis. Input is gathered from staff, students and community resource groups along with the School Site Council in order to determine any needed changes. The Ball Junior High School Safety Plan is implemented by the school staff members. No less than 4 safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. The School safety Plan was last updated in March 2014.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	No	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	No	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2008-2009	2008-2009
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	14
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

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

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	16	11	26	29	12	10	28	26	18	15	18
Mathematics	27	9	14	20	27	11	15	15	26	8	18	14
Science	32	6	2	26	31	6	3	26	29	6	15	19
Social Science	31	5	10	22	33	6	1	27	30	7	5	23

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	554
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,443	\$2,457	\$6,985	\$90,521
District	N/A	N/A	\$7,743	\$88,375
Percent Difference: School Site and District	N/A	N/A	-9.8	2.4
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	30.6	20.8

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

### Types of Services Funded (Fiscal Year 2014-15)

Ball Junior High School students can access academic assistance through Home Work Help Shop (an academic intervention program), the after-school homework completion program (ZAP), and ELD tutorials that are funded by Title I and EIA-LEP. Additionally, strategic reading interventions are provided to students that are identified through multiple measures, including CST testing. These strategic classes are funded by Title I. Additional instructional assistance and teachers are provided in the areas of reading, math, and ELD are funded through Title I, Title III, and EIA-LEP. \*Qualifying Ball Junior High School students also participate in Supplemental Educational Services (SES) through the Title I program.

\*SES is also referred to as free Title I after-school tutoring.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,618	\$44,363
Mid-Range Teacher Salary	\$88,470	\$71,768
Highest Teacher Salary	\$101,623	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$126,979	\$121,276
Average Principal Salary (High)	\$133,651	\$133,673
Superintendent Salary	\$245,000	\$210,998
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	4%	5%

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

**Professional Development (Most Recent Three Years)**

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons. At Ball Junior High School, every Thursday is a late-start day, where teachers collaborate with one another to refine curriculum and instruction. Departments have created common assessments that are frequently given to their students. At the collaborative meetings, teachers review the data from these assessments, discuss best instructional practices, and strategize on how to help those students who struggle. Ball Junior High School also utilizes Thursday late-start days to offer professional development based on the needs of specific staff members. Regularly scheduled "Learning Walks" also occur on the Ball Junior High School campus, providing teachers and administrators a means of engaging in meaningful dialogue about curriculum and instruction. Learning Walks also help staff to identify additional areas of need for upcoming professional development.