

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

| School | | District | |
|-------------------------|-------------------------|-----------------------|------------------------------------|
| School Name | Ball Junior High School | District Name | Anaheim Union High School District |
| Street | 1500 West Ball Rd. | Phone Number | 714-999-3502 |
| City, State, Zip | Anaheim, CA 92802-1626 | Web Site | Auhsd.k12.ca.us |
| Phone Number | 714-999-3663 | Superintendent | Elizabeth Novak, Ph.D. |
| Principal | Jaron Fried, Ed.D. | E-mail Address | Novak_e@auhsd.us |
| E-mail Address | fried_ja@auhsd.us | CDS Code | 30664316061683 |

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

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

The Ball Jr. 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.

Opportunities for Parental Involvement (School Year 2009-10)

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

Ball'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. The Parent Institute for Quality Education (PIQE) provides 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 Jr. High, 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.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 598 |
| Grade 8 | 639 |
| Total Enrollment | 1,237 |

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 3 | White | 9 |
| American Indian or Alaska Native | 0 | Two or More Races | |
| Asian | 7.6 | Socioeconomically Disadvantaged | 78 |
| Filipino | 1 | English Learners | 35 |
| Hispanic or Latino | 79 | Students with Disabilities | 9 |
| Native Hawaiian/Pacific Islander | 0.65 | | |

Average Class Size and Class Size Distribution (Secondary)

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).

| Subject | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 25.1 | 31 | 32 | 21 | 25.7 | 22 | 42 | 8 | 29.5 | 8 | 10 | 21 |
| Mathematics | 25.3 | 22 | 36 | 13 | 35.0 | 0 | 9 | 18 | 29.8 | 3 | 29 | 8 |
| Science | 30.6 | 5 | 14 | 23 | 35.1 | 0 | 6 | 30 | 32.7 | 2 | 11 | 23 |
| Social Science | 28.9 | 9 | 27 | 15 | 32.9 | 1 | 14 | 23 | 32.9 | 4 | 4 | 29 |

III. School Climate

School Safety Plan (School Year 2009-10)

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

School Safety Plans are reviewed on an annual basis. Input is gathered from staff and community resource groups and 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 2010.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 7.1 | 32.3 | 18.8 | 6.6 | 16.7 | 12.3 |
| Expulsions | 1.4 | 2.9 | 2.6 | 0.9 | 1.1 | 1.0 |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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 board 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 and deep cleaning, 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 November 08, 2010.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|--|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [] | [] | [X] | Mail room needs painting. Broken/stained ceiling tiles in various rooms. Instrument cabinets need repairing. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [] | [X] | [] | Several lights out in various rooms. Missing electrical cover on west wall next to clock in rooms 53 & 54. Exterior light at girls' locker room needs replacing. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | Drinking bubbler loose outside of room 29. Patch wall in Girls' restroom by Media Center. |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | Roof leak in room 13. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | Several benches need the wood replaced at amphitheater. Windows in counseling & registration have small (bb) holes. |
| Overall Rating | [] | [X] | [] | [] | |

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| With Full Credential | 63 | 52 | 58 | 1350 |
| Without Full Credential | 3 | 2 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 10 | 1 | 1 | --- |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

| Indicator | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 1 | 1 |
| Total Teacher Misassignments | 1 | 1 | 1 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 100 | 0 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 3 | 412 |
| Counselor (Social/Behavioral or Career Development) | 0 | --- |
| Library Media Teacher (Librarian) | 0.5 | --- |
| Library Media Services Staff (paraprofessional) | 1 | --- |
| Psychologist | 0.4 | --- |
| Social Worker | 0 | --- |
| Nurse | 0.16 | --- |
| Speech/Language/Hearing Specialist | 0.8 | --- |
| Resource Specialist (non-teaching) | 0 | --- |
| Other | 0 | --- |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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. Parents can contact the Administration and/or teacher directly with questions or concerns about any instructional materials or the availability of Textbooks.

This information was collected in October 2009.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|----------------------------|--|---|--|
| Reading/Language Arts | English textbooks were adopted at the end of 2008-2009 school year. All students currently have access to a textbook at school and at home. | 0 | Yes |
| Mathematics | Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. | 0 | Yes |
| Science | Science textbooks were adopted in 2006-07 There is one textbook available per student. | 0 | Yes |
| History-Social Science | History/Social science textbooks were adopted in 2005-06. There is one textbook available per student | 0 | Yes |
| Foreign Language | Foreign language textbooks were adopted in 2003-04. There is one textbook available per student. | 0 | Yes |
| Health | Health textbooks were adopted in 2004-05. There is one textbook available per student. | 0 | Yes |
| Visual and Performing Arts | | | Yes |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$9,614 | \$3,700 | \$5,914 | \$86,194 |
| District | --- | --- | \$5,575 | 80,736 |
| Percent Difference: School Site and District | --- | --- | 8.5 | 2.4 |
| State | --- | --- | 5,681 | 69,595 |
| Percent Difference: School Site and State | --- | --- | 22.4 | 18.0 |

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Ball Junior High School students can access academic assistance through Home Work Help Shop and ELD tutorials that are funded by Title I and ELAP. Additionally, strategic reading and mathematics interventions are provided to students that are identified through their performance CAT6 and 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, EIA/LEP, and ELAP.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | 47,665 | 43,096 |
| Mid-Range Teacher Salary | 86,735 | 70,018 |
| Highest Teacher Salary | 99,631 | 89,675 |
| Average Principal Salary (Elementary) | 0 | 0 |
| Average Principal Salary (Middle) | 124,631 | 122,408 |
| Average Principal Salary (High) | 136,824 | 128,615 |
| Superintendent Salary | 237,300 | 204,469 |
| Percent of Budget for Teacher Salaries | 39.1 | 37.5 |
| Percent of Budget for Administrative Salaries | 4 | 5.1 |

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 32 | 39 | 39 | 43 | 48 | 48 | 46 | 50 | 52 |
| Mathematics | 30 | 27 | 27 | 30 | 31 | 31 | 43 | 46 | 48 |
| Science | 46 | 46 | 46 | 49 | 53 | 53 | 46 | 50 | 54 |
| History-Social Science | 30 | 38 | 38 | 38 | 46 | 46 | 36 | 41 | 44 |

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English- Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | | | | |
| All Student at the School | | | | |
| Male | 39 | 29 | 49 | 40 |
| Female | 38 | 25 | 43 | 35 |
| Black or African American | 32 | 19 | 26 | 29 |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 71 | 68 | 73 | 61 |
| Filipino | 50 | 35 | 55 | 45 |
| Hispanic or Latino | 34 | 23 | 43 | 33 |
| Native Hawaiian/Pacific Islander | * | * | * | * |
| White | 53 | 30 | 58 | 56 |
| Two or More Races | * | * | * | * |
| Socioeconomically Disadvantaged | 35 | 24 | 43 | 34 |
| English Learners | 12 | 11 | 20 | 13 |
| Students with Disabilities | 15 | 12 | 17 | 13 |
| Students Receiving Migrant Education Services | * | * | | |

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|-----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | results not available | Results not available | Results not available |

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide | 3 | 3 | 3 |
| Similar Schools | 3 | 3 | 4 |

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.
 Note: "N/A" means that the student group is not numerically significant.

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| All Students at the School | 30 | 12 | 11 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 33 | 11 | 16 |
| Native Hawaiian/Pacific Islander | | | |
| White | 6 | 29 | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 25 | 13 | 16 |
| English Learners | 31 | 23 | 34 |
| Students with Disabilities | 19 | -26 | -27 |

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

| Group | 2010 Growth API | | |
|----------------------------------|-----------------|-----|-------|
| | School | LEA | State |
| All Students at the School | 710 | 748 | 767 |
| Black or African American | | 727 | 686 |
| American Indian or Alaska Native | | | 728 |
| Asian | | 905 | 890 |
| Filipino | | 859 | 851 |
| Hispanic or Latino | 689 | 698 | 715 |
| Native Hawaiian/Pacific Islander | | 746 | 753 |
| White | | 805 | 838 |
| Two or More Races | | | 808 |
| Socioeconomically Disadvantaged | 695 | 706 | 712 |
| English Learners | 702 | 681 | 692 |
| Students with Disabilities | 445 | 493 | 580 |

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---|--------|----------|
| Overall | No | No |
| Participation Rate: English-Language Arts | Yes | Yes |
| Participation Rate: Mathematics | Yes | Yes |
| Percent Proficient: English-Language Arts | No | No |
| Percent Proficient: Mathematics | No | No |
| API | Yes | Yes |
| Graduation Rate | N/A | No |

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2008-2009 | 2008-2009 |
| Year in Program Improvement | Year 3 | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 10 |
| Percent of Schools Currently in Program Improvement | --- | 47.6 |

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Beginning Teacher Support and Assessment (BTSA) program in addition to district workshops, and professional conferences are opportunities for professional development. The District and school site continues 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 be considered highly qualified under NCLB. At Ball, every Thursday is an early release day where teachers are expected to collaborate with one another to develop and implement curriculum maps outlining the essential standards. Departments have created common assessments that are frequently given to their students. At their collaborative meetings, teachers review the data from these assessments and discuss best instructional practices and strategize on how to help those students who continue to struggle.