

Ball Junior High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <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 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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Ball Junior High School
Street	1500 West Ball Road
City, State, Zip	Anaheim, CA 92802-1626
Phone Number	(714) 999-3663
Principal	Karen Dabney, Ed.D.
E-mail Address	dabney_k@auhsd.us
Web Site	http://ball.auhsd.us/
CDS Code	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 (School Year 2016-17)

Vision Statement:

The Ball Junior High School vision is to challenge all students to achieve 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 providing 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. The mathematics department is also supported by UCI mathematics curriculum. Ball Junior High School also has an after-school STEM Inc. class, as part of a grant with California State University, Fullerton, and is also in partnership with Imagine Science with after school Robotics and Girls STEM classes. We offer a wide variety of electives courses for students that include: AVID, AVID Excel, MESA, Robotics, Computer Technology, ROP Medical Careers, Music Appreciation, Culinary Arts, and Speech Communication.

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 89% participate in the free and reduced meal program, and 29% are designated English Learners. The demographic profile also indicates the following regarding student subgroups: 81% Hispanic; 7% White; 6% Asian; 2% African American, 1.5% Pacific Islander, 2% Filipino, and .5% Mixed Race/Multiracial.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	516
Grade 8	503
Total Enrollment	1,019

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0
Asian	6.3
Filipino	2.1
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	1.5
White	6.5
Two or More Races	0.6
Socioeconomically Disadvantaged	91.6
English Learners	29.4
Students with Disabilities	13.4
Foster Youth	0.5

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	40	42	40	1250
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	59

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	1	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.9	5.1
All Schools in District	98.0	2.0
High-Poverty Schools in District	98.2	1.8
Low-Poverty Schools in District	97.0	3.0

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 2016-17)

Year and month in which data were collected: September 2016

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 September 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	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
Science	Science textbooks were adopted in 2006-07 There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2015-16, 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
Health	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

Subject	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 August 23, 2016.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 23, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Asphalt is deteriorated at Amphitheatre. Repair work is in progress.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 23, 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	27	28	44	47	44	48
Mathematics	18	17	29	29	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	540	534	98.9	25.2
	8	512	506	98.8	30.4
Male	7	281	276	98.2	24.0
	8	261	257	98.5	25.3
Female	7	259	258	99.6	26.5
	8	251	249	99.2	35.7
Black or African American	7	17	17	100.0	29.4
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	7	35	34	97.1	73.5
	8	32	32	100.0	53.1
Filipino	7	11	11	100.0	63.6
	8	11	11	100.0	54.5
Hispanic or Latino	7	428	424	99.1	20.1
	8	419	416	99.3	27.4
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	7	35	34	97.1	26.5
	8	34	32	94.1	40.6
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	491	485	98.8	23.8
	8	463	458	98.9	28.6
English Learners	7	145	141	97.2	0.7
	8	129	128	99.2	2.3
Students with Disabilities	7	60	59	98.3	3.5
	8	76	75	98.7	8.0
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	542	537	99.1	18.6
	8	513	510	99.4	16.1
Male	7	283	279	98.6	19.0
	8	262	260	99.2	16.2
Female	7	259	258	99.6	18.2
	8	251	250	99.6	16.1
Black or African American	7	17	17	100.0	5.9
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	7	35	34	97.1	67.7
	8	32	32	100.0	53.1
Filipino	7	11	11	100.0	45.5
	8	11	11	100.0	27.3
Hispanic or Latino	7	429	426	99.3	14.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	420	419	99.8	12.2
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	36	35	97.2	17.1
	8	34	32	94.1	25.0
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	492	487	99.0	16.8
	8	463	461	99.6	15.3
English Learners	7	146	143	98.0	1.4
	8	129	129	100.0	1.6
Students with Disabilities	7	61	60	98.4	3.3
	8	76	75	98.7	1.3
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53	46	43	61	56	51	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	512	505	98.6	43.2
Male	261	257	98.5	44.4
Female	251	248	98.8	41.9
Asian	32	31	96.9	77.4
Filipino	11	11	100.0	81.8
Hispanic or Latino	419	416	99.3	38.5
White	34	32	94.1	56.3
Socioeconomically Disadvantaged	463	457	98.7	41.8
English Learners	129	129	100.0	11.6
Students with Disabilities	76	74	97.4	14.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.8	28.5	41.3

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 (School Year 2016-17)

Ball Junior High School's Parent Teacher Student Association (PTSA) is very active. We encourage parents to be directly involved at the school and 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 that meet regularly throughout the year: School Site Council, Title I, English Learners Advisory Committee, 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 students continue their education beyond high school. We also offer adult ESL courses for our parents to help them perfect their English language skills. At Ball Junior High School, we encourage all parents to be involved with their children’s education. Parents are active participants in the Parent Leadership Academy (PLA), and have the opportunity to become trainers of trainers, themselves. Parent Institute for Quality Education (PIQE) parent nights are incorporated into parent outreach programs on site.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	11.6	10.3	12.4	5.4	5.4	5.6	4.4	3.8	3.7
Expulsions	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

School Safety Plans are reviewed and updated 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 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.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	29	12	10	28	26	18	15	18	26	18	15	18
Mathematics	27	11	15	15	26	8	18	14	26	8	18	14
Science	31	6	3	26	29	6	15	19	29	6	15	19
Social Science	33	6	1	27	30	7	5	23	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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	509
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.05	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0.8	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,994	\$2,869	\$8,125	\$92,910
District	N/A	N/A	\$8,344	\$90,749
Percent Difference: School Site and District	N/A	N/A	-2.6	2.4
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	43.1	19.4

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

Types of Services Funded (Fiscal Year 2015-16)

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 Local Control Funding Formula (LCFF). 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 LCFF. *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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,833	\$46,184
Mid-Range Teacher Salary	\$90,682	\$75,179
Highest Teacher Salary	\$104,163	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,509	\$124,243
Average Principal Salary (High)	\$138,901	\$137,939
Superintendent Salary	\$225,500	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. 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.