

# Ball Junior High 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>	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>Email Address</b>	dabney_k@auhsd.us
<b>Website</b>	<a href="http://ball.auhsd.us">http://ball.auhsd.us</a>
<b>County-District-School (CDS) Code</b>	30664316061683

Entity	Contact Information
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
Website	www.auhsd.us

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

### Vision Statement:

Ball Junior High School is an inclusive community of students, educators, and families who are committed and involved. Together we forge a path toward college and career readiness through meaningful learning experiences. Our goal is to promote creativity, collaboration, critical thinking, character, and communication skills that prepare our students for lifelong success in a global society.

### Mission Statement:

- Ball Junior High School is committed to providing all students with:
- Engaging, enriching, and rigorous learning experiences that emphasize 21st Century skills.
- A safe, caring, and positive academic atmosphere founded on mutual respect for all stakeholders.
- A staff that is committed to working with students and family members to help build the necessary social and academic skills to ensure students are college and career ready.

### 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, Band [beginning, intermediate, advanced, and jazz], and choir [beginning, intermediate, and advanced]). We also have a thriving AVID, MESA and intramural sports program. Ball Junior High School offers inclusion classes (co-taught) in English, math, science, ELD 1 and ELD 2, and history for our English Language Learners. We also offer AVID Excel 7/8 as an additional academic support for English Learners. Ball Junior High School staff have made a conscious effort to focus on the development of the 5Cs (Creativity, Critical Thinking, Communication, Collaboration, and Citizenship) in the classroom, and increase student engagement through the use of the District's First Best Instruction (FBI) placemat when planning lessons. Our teachers have increased collaboration time in their own departments and with other departments in all subject areas. One-hundred percent of our teachers have been trained in Capturing Kids Hearts, and as a result of that training, staff have committed to knowing the name, face, and story of each student, greeting students at the door daily, developing a social contract with all classes, using positive affirmations, and focusing on emphasizing kindness and compassion to create safe spaces for students to learn. This year, we have successfully implemented an advisory period for all students and teachers. This has provided additional time to support students' academic and social-emotional needs. Additionally, it provides multiple opportunities for staff to build deeper connections and to have students connect more with one another.

Ball Junior High School offers daily tutoring before and after school to help students who are struggling academically. This is in addition to the after-school hours that individual teachers are available to students who need assistance. There is also help that is provided weekly during students' advisory period. We have also partnered with Imagine Science to offer robotics classes and STEM classes after school. Additionally, Ball Junior High School offers Saturday Academy enrichment courses on a monthly basis.

**Demographic Information:**

Ball Junior High School, located in Anaheim, California, serves 926 students, in which 89.5% participate in the free and reduced meal program, 29% are designated as English Learners, and 16% are Students With Disabilities. The demographic profile also indicates the following regarding student subgroups: 82% Hispanic; 5% White; 6% Asian; 1.5% Filipino, 1.7% African American, 0.76% Pacific Islander, and 1.9% Mixed Race/Multiracial.

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

Grade Level	Number of Students
Grade 7	499
Grade 8	462
<b>Total Enrollment</b>	<b>961</b>

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

Student Group	Percent of Total Enrollment
Black or African American	1.9
Asian	6.3
Filipino	1.9
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	1.2
White	5.8
Two or More Races	0.6
Socioeconomically Disadvantaged	88.6
English Learners	32.4
Students with Disabilities	15.6
Foster Youth	0.5
Homeless	5.1

**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	41	38	41	1205
Without Full Credential	0	1	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	6	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	1	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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

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.

This information was collected in September 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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>	Mathematics textbooks, by Carnegie Learning, were adopted in 2018-19. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
<b>Science</b>	Science textbooks, Pearson-Essentials of Anatomy and Physiology, and Pearson-Biology were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19, Pearson-Campbell Biology in Focus, AP Edition. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2018-19. For our seventh-grade classes, Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition was adopted. For our 10th-grade classes, McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition was adopted. There is one textbook available per student.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks, McGraw Hill-Teen Health and Goodheart Wilcox-Comprehensive Health, were adopted in 2016-17. There is one textbook available per student.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

### 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 26, 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:** September, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	25	25	44	46	50	50
<b>Mathematics (grades 3-8 and 11)</b>	16	14	27	28	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	965	939	97.31	2.69	24.76
Male	496	486	97.98	2.02	21.65
Female	469	453	96.59	3.41	28.10
Black or African American	20	19	95.00	5.00	10.53
American Indian or Alaska Native					
Asian	63	63	100.00	0.00	65.08
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	787	766	97.33	2.67	20.03
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	25.00
White	59	55	93.22	6.78	38.18
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	875	850	97.14	2.86	21.70
English Learners	526	510	96.96	3.04	10.63
Students with Disabilities	144	139	96.53	3.47	5.04
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	69	60	86.96	13.04	18.64

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	966	952	98.55	1.45	13.68
Male	497	492	98.99	1.01	12.02
Female	469	460	98.08	1.92	15.47

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	20	19	95.00	5.00	0.00
American Indian or Alaska Native					
Asian	63	63	100.00	0.00	55.56
Filipino	16	16	100.00	0.00	43.75
Hispanic or Latino	788	777	98.60	1.40	9.81
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	16.67
White	59	57	96.61	3.39	15.79
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	876	863	98.52	1.48	11.96
English Learners	527	521	98.86	1.14	5.95
Students with Disabilities	144	140	97.22	2.78	2.16
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	69	66	95.65	4.35	3.03

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	22.0	21.4	18.4

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)

Ball Junior High School's Parent Teacher Student Association (PTSA) is very active. We encourage parents to be directly involved at the school as parent ambassadors who assist with crosswalk and campus safety, 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 (ELAC), and the District English Learners Advisory Committee (DELAC). Parents are also able to serve on the Superintendent's Advisory Council and be a part of the AUHSD Parent Leadership Academy. Through our school's FACES 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 in the evenings and provide babysitting.

### 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	14.0	10.7	1.9	5.8	4.8	3.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

School Safety Plans are reviewed, discussed, 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. Monthly fire drills, lock down drills and earthquake drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. Each classroom has a first aid kit and emergency portable potty for lock downs. Twice a year full earthquake drills are practiced. The school also has an earthquake bin with barrels of water and other equipment that may be needed in an emergency. Ball Junior High School's plan was last updated March 2019.

## 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	25	17	7	25	28	13	4	24	24	17	14	14
Mathematics	31	5		28	30	5	8	20	28	7	5	22
Science	30	4	15	15	32	4	3	24	31	4	8	19
Social Science	28	8	10	19	31	6	4	23	29	6	10	17

\*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*	480.5

\*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)	2.0
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	\$12,284	\$3,381	\$8,904	\$90,065
District	N/A	N/A	\$9,085	\$93,017.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-2.0	-3.2
<b>State</b>	N/A	N/A	\$7,506.64	\$88,538.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	17.0	1.7

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)

Ball Junior High School students can access free academic assistance through Home Work Help Shop (an academic intervention program) both before and after school. Additionally, Ball Junior High School offers Saturday Academy enrichment classes on a monthly basis.

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

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$51,841	\$52,466
<b>Mid-Range Teacher Salary</b>	\$94,336	\$87,373
<b>Highest Teacher Salary</b>	\$111,534	\$109,803
<b>Average Principal Salary (Elementary)</b>	\$0	\$
<b>Average Principal Salary (Middle)</b>	\$137,671	\$142,025
<b>Average Principal Salary (High)</b>	\$148,730	\$153,904
<b>Superintendent Salary</b>	\$260,000	\$241,221
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4

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. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Ball Junior High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.