

South 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
School Name	South Junior High School
Street	2320 East South Street
City, State, Zip	Anaheim, CA 92806-4540
Phone Number	(714) 999-3667
Principal	Enrique Romero
Email Address	romero_e@auhsd.us
Website	http://south.auhsd.us/
County-District-School (CDS) Code	30664316058887

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:

WE ARE SOUTH. Together we will be Empowered Learners, Passionate Leaders, Culturally Inclusive, and Emotionally Resilient. WE ARE FAMILY!

Mission Statement:

Working together as a family to provide an excellent education.

Highlights:

For the second year in a row South Junior High received the Civic Learning Award of Distinction in the program areas of History Department, Science Department, and PBIS Advisory. The school also won the Gold Ribbon designation in 2015 for its STEAM (Science, Technology, Engineering, Arts, Mathematics) program, which is part of the instructional day. According to the principal, "South teachers are creating an amazing, innovative experience of engaging students by embedding project-based learning into their instruction." While the program is relatively new at South, it has grown exponentially. For example, during the first year, STEAM students participated in two competitions, and this year, they competed in 12 competitions. The STEAM program includes courses in environmental science, MESA (Mathematics, Engineering, Science Achievement), Engineering Design, and Exploratory Technology, a revised course, which was previously wood-shop, and combines engineering design principles with technology. In 2018, South Junior High School was recognized as California Democracy School.

Demographic Information:

South Junior High School, located in Anaheim, California, opened its doors in 1964. South Junior High School serves approximately 1,532 students, in which 84% participate in the free and reduced meal program, and 28% are English Learners. The demographic profile also indicates the following regarding student subgroups: 70% Hispanic, 3% White, 3% Asian, 1% African American, 1% Filipino, 0.3% Native American/Pacific Islander, 1% other and 21% Two or More Races.

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

Grade Level	Number of Students
Grade 7	782
Grade 8	750
Total Enrollment	1,532

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.1
Asian	2.6
Filipino	1
Hispanic or Latino	91.8
Native Hawaiian or Pacific Islander	0.2
White	2.6
Two or More Races	0.5
Socioeconomically Disadvantaged	87.4
English Learners	27.9
Students with Disabilities	13.1
Foster Youth	0.7
Homeless	1.6

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	58	60	61	1205
Without Full Credential	0	1	2	11
Teaching Outside Subject Area of Competence (with full credential)	0	1	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	1	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.

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

Year and month in which data were collected: September 2019

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
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	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
Science	Science textbooks, Houghton Mifflin Harcourt California Dimensions consumable textbook. California Framework and NGSS aligned. copyright 2020. Each student has a consumable textbook plus the textbook is linked in Schoology	Yes	0
History-Social Science	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 eighth-grade classes, Impact California Social Studies: United States History & Geography, CA Student Edition was adopted (I added this information). 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, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. These textbooks also include complimentary workbooks. Additionally, supplemental books continue to be adopted each year. 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
Health	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
Visual and Performing Arts	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)

South Junior High School opened its doors in 1964. The 22.6 acre site includes 9 portable classrooms, 40 regular classrooms, and 16 classrooms with labs, which are designed for specific programs (i.e. computer lab, science lab, etc.). The site also includes a cafeteria, library, gym, Multi-Purpose Room, and a variety of sports fields. The site has a parent resource center where parents can access information through the Aeries (student information system) Parent Portal.

Completed facility improvements: In 2005-06, a comprehensive modernization and construction program was completed, in which 18 campus buildings were modernized. Additionally, 8 new classrooms and 4 new computer labs were added, and the administrative building was expanded.

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 24, 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	22	24	44	46	50	50
Mathematics (grades 3-8 and 11)	14	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	1531	1520	99.28	0.72	23.96
Male	782	776	99.23	0.77	20.13
Female	749	744	99.33	0.67	27.96
Black or African American	20	20	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	46.15
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	1405	1395	99.29	0.71	22.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	41	41	100.00	0.00	31.71
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	1374	1365	99.34	0.66	22.14
English Learners	834	828	99.28	0.72	8.95
Students with Disabilities	208	202	97.12	2.88	3.98
Students Receiving Migrant Education Services					
Foster Youth	14	13	92.86	7.14	7.69
Homeless	17	16	94.12	5.88	37.50

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	1532	1518	99.09	0.91	14.13
Male	783	775	98.98	1.02	14.60
Female	749	743	99.20	0.80	13.65

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	20	20	100.00	0.00	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	35.90
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	1406	1393	99.08	0.92	12.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	41	41	100.00	0.00	19.51
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	1375	1362	99.05	0.95	12.22
English Learners	835	826	98.92	1.08	4.50
Students with Disabilities	208	201	96.63	3.37	3.50
Students Receiving Migrant Education Services					
Foster Youth	14	13	92.86	7.14	0.00
Homeless	17	16	94.12	5.88	6.25

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	21.2	19.8	6.7

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)

South Junior High School provides the following parent involvement opportunities:

Monthly Parent Support Meetings (where parents explore the following topics)

- GRIP program overview
- Navigating the System with Administrators, Counselors, and Title I Coordinator
- Aeries (student information system) Parent Portal Training
- Family Fun Night and Cultural Potluck (Holidays Around the World)
- Academic and Behavioral Interventions and Bullying
- Drug Prevention
- Breakout sessions on community resources, healthy living, drug awareness, building literacy in the home, parenting skills
- College Fair
- Career Exploration/Vital Link Exhibits

Volunteer Program

- Volunteers assist with lunch supervision, our AM/PM greeter program, field trips, and with classroom preparations
- Parent Engagement Tea
- Parents learn about and explore the 40 Developmental Assets as set forth by the Search Institute
- Parents choose 3 of the Developmental Assets to focus on for the year and plan community events to foster the growth of those assets in students and the community
- Events on Saturdays throughout the school year
- Community Service Events

Coffee with the Principal (every Friday, 8-9am)

- Parents are given the opportunity to voice their concerns and provide ideas/suggestions under a more casual setting

School Site Council

- Parent representatives are nominated/elected to represent the voice of the community at monthly meetings
- Parents are given an opportunity to vote of school expenditures
- Parents are given the opportunity to look at and agree upon the School Plan for Student Achievement (aka School Plan)

Counselor/Parent Meetings (for struggling students)

Family Support Services

- Building strong, healthy relationships with children
- Strategies for effective communication
- On site Social Worker

Other Involvement Opportunities

- Parent Leadership Academy
- Parent Learning Walks
- Back to School Night
- Open House
- PTSA
- ELAC

The aforementioned events and committees provide all community stakeholders opportunities for communication and interaction with school personnel. All information is communicated and promoted via our marquee, flyers, Aeries, Schoology, and our website. For more information, contact our Family and Community Engagement Specialist at 714-999-3667.

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	9.1	8.8	4.1	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)

South Jr. High School's safety plan includes what staff, students, teachers, and administration should do in the event of a natural disaster or emergency. Currently, we meet as a team once a month to discuss issues that we face here at South. On our team is an administrator, roughly 12 teachers, the health clerk, and a student. We are searching for another student representative and a parent to serve on this committee. Below are the dates that we meet: 8/27/19, 9/24/19, 10/22/19, 11/19/19, 1/21/19, 2/25/19, 3/17/19, and 4/21/19. Last month we revised the old plan and are going to distribute a copy to our staff. We need to meet as a staff and talk about the revisions as a group. The school safety plan was last approved by the School Site Council on February 26th, 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	27	23	1	42	27	20	11	38	27	23	17	33
Mathematics	29	8	7	30	32	5		41	29	8	20	25
Science	31	6	20	32	33	5	1	44	32	5	9	42
Social Science	35	2	1	40	36		3	39	34		11	33

*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*	766.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
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	\$11,818	\$3,501	\$8,318	\$91,316
District	N/A	N/A	\$9,085	\$93,017.00
Percent Difference - School Site and District	N/A	N/A	-8.8	-1.8
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	10.3	3.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

South Junior High School receives federal supplemental Title I funding and Local Control Funding Formula (LCFF) funding, which support some of the following:

- Translator
- Social Worker
- Family and Community Engagement (FACE) specialist
- Additional Faculty
- Professional Development for staff
- Technology to support 21st century learning skills
- Supplemental library materials
- Intensive reading intervention programs
- After School Tutoring

Supplemental programs and services also include a Multi-Tiered System of Support Specialist, who connects struggling students with interventions to help support successful academic outcomes.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

Teachers participate in a variety of District in-services as well as professional development workshops and conferences in addition to two non-student days and weekly late-start site level professional learning opportunities to grow in their First Best Instruction, the process by which teachers use their knowledge, experience, and understanding of their students to create meaningful learning experiences. Teachers also have the opportunity to participate in Reflective Learning Walks. Focus areas have included positive school culture, AVID strategies, special education, EL Learners, etc.. This professional learning opportunity is designed to help teachers reflect on their instruction and stimulate thinking about how teachers can continue to refine their craft as it related to First Best Instruction. One-on-one coaching is also available through the Lesson Design Coach. Administrators and Department Chairs also provide support with professional learning and implementation as instructional leads. Promising practices are documented and shared with all through Family Supporting Family (FSF) tips.

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 also 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. Together, these professional development opportunities impacts their content knowledge, pedagogy, instructional delivery, assessment, and reflection.

Moreover, new teachers have the opportunity to participate in the Beginning Teacher Support and Assessment (BTSA) program through which they receive their Professional Clear Teaching Credential. Through individual mentoring, they partner with an experienced teacher who provides one-on-one coaching on a regular basis.