

# Lexington 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Lexington Junior High School
<b>Street</b>	4351 Orange Avenue
<b>City, State, Zip</b>	Cypress, CA 90630-2799
<b>Phone Number</b>	(714) 220-4201
<b>Principal</b>	Amber Houston
<b>E-mail Address</b>	houston_a@auhsd.us
<b>Web Site</b>	<a href="http://lexingtonjhs.org/">http://lexingtonjhs.org/</a>
<b>CDS Code</b>	30664316085260

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

### School Description and Mission Statement (School Year 2016-17)

#### School Vision Statement:

At Lexington Junior High School, we believe in order to be successful, educators must create a high interest level in learning, and maintain cross-curricular collaboration with enthusiasm for all subject areas. We are dedicated to maintaining high expectations for ourselves and for our students and dedicated to utilizing a variety of instructional strategies, so that students are actively engaged in relevant learning and are successful in their classes. We set professional goals annually, and frequently re-examine our effectiveness through peer collaboration and the sharing of best practices. Our collaborative and enthusiastic spirit maintains our focus on continuous improvement, with the intent to help all students actively and successfully engage in their own academic and social development.

#### Educational Highlights:

Lexington Junior High School is a California Distinguished School and offers a wide variety of elective opportunities for students, including several that are only available at Lexington, such as Guitar, Beginning and Advanced Choir, Show Choir, three levels of Band, Drumline, Spanish, Home Economics I and II, Art I and II, Drama I and II, as well as Stagecraft, Computers, Digital Animation, Multimedia, Reading, Woodshop I and II, Study Skills, and Associated Student Body (ASB). Lexington offers multiple levels of math for the students: Math 1, Honors Math 1, Math 2, and Honors Math 2. Lexington Junior High School has implemented a "Silent Study or Reading" program in the middle of the day to give students time to work on assignments or catch up on recent novels. Lexington counselors meet regularly with parents and students to monitor student progress. English Language Development (ELD) classes are in the schedule for four periods, and literacy intervention courses are offered throughout the day. To add an extra layer of support, free after-school tutoring is offered for all subject areas in the Library four days a week.

#### Demographic Information:

Lexington Junior High School, located in Cypress, California serves 1,358 students, in which 37% participate in the Free and Reduced Meal Program, and 6% are English Learners. The demographic profile also indicates the following regarding student subgroups: 33% Hispanic; 25% White; 28% Asian; 6% Filipino; 2% African American; 1% Native American/Pacific Islander; and 5% multiple ethnicities.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	710
<b>Grade 8</b>	648
<b>Total Enrollment</b>	1,358

### 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	0.1
Asian	27.4
Filipino	5.9
Hispanic or Latino	32.8
Native Hawaiian or Pacific Islander	0.4
White	25
Two or More Races	6
Socioeconomically Disadvantaged	38.1
English Learners	5.4
Students with Disabilities	6.8
Foster Youth	0.2

## 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	50	50	51	1250
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	1	2	1	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	2	1
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
<b>This School</b>	95.0	5.0
<b>All Schools in District</b>	98.0	2.0
<b>High-Poverty Schools in District</b>	98.2	1.8
<b>Low-Poverty Schools in District</b>	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

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 need students and the learning needs students.

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
<b>Reading/Language Arts</b>	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	University of California, Irvine Mathematics Project curriculum and instructional materials were adopted in 2014-15. Additionally, mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course.	Yes	0
<b>Science</b>	Science textbooks were adopted in 2007. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 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
<b>Health</b>	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	NA		NA

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

The Lexington Junior High School campus opened in 1972. The 20.3 acre site includes 43 regular classrooms. There are 9 labs, which are designed for specific programs (Science and Computers labs). The site also includes a media center, a cafeteria, a gym and a variety of sports fields. The Lexington facilities were renovated about 10 years ago, in which all campus buildings were modernized. New science classrooms and staff parking were added. PTSA and the School Site Counsel purchased a new electronic marquee in the summer of 2010.

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 22, 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: September 22, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 22, 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	59	66	44	47	44	48
Mathematics	50	54	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	716	711	99.3	67.1
	8	655	645	98.5	64.0
Male	7	378	375	99.2	61.9
	8	346	345	99.7	57.7
Female	7	338	336	99.4	72.9
	8	309	300	97.1	71.3
Black or African American	7	22	22	100.0	40.9
	8	11	11	100.0	45.5
American Indian or Alaska Native	8	--	--	--	--
Asian	7	206	204	99.0	83.3
	8	168	165	98.2	83.0
Filipino	7	37	37	100.0	75.7
	8	45	45	100.0	73.3
Hispanic or Latino	7	240	240	100.0	56.3
	8	208	206	99.0	54.4
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	171	169	98.8	63.3
	8	172	168	97.7	56.5
Two or More Races	7	38	37	97.4	73.0
	8	44	43	97.7	60.5
Socioeconomically Disadvantaged	7	274	272	99.3	58.8
	8	253	247	97.6	57.9
English Learners	7	30	28	93.3	7.1
	8	35	31	88.6	12.9
Students with Disabilities	7	54	52	96.3	3.9
	8	43	42	97.7	11.9
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	717	712	99.3	53.1
	8	655	645	98.5	54.4
Male	7	378	375	99.2	53.1
	8	345	344	99.7	50.0
Female	7	339	337	99.4	53.1
	8	310	301	97.1	59.3
Black or African American	7	22	22	100.0	27.3
	8	11	11	100.0	36.4
American Indian or Alaska Native	8	--	--	--	--
Asian	7	206	204	99.0	76.0
	8	168	165	98.2	83.6
Filipino	7	37	37	100.0	59.5
	8	45	45	100.0	64.4
Hispanic or Latino	7	241	241	100.0	42.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	208	206	99.0	37.4
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	171	169	98.8	42.0
	8	172	168	97.7	47.9
Two or More Races	7	38	37	97.4	56.8
	8	44	43	97.7	44.2
Socioeconomically Disadvantaged	7	274	272	99.3	48.2
	8	253	247	97.6	41.7
English Learners	7	31	29	93.5	17.2
	8	35	31	88.6	38.7
Students with Disabilities	7	55	53	96.4	5.7
	8	43	42	97.7	17.1
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
<b>Science (grades 5, 8, and 10)</b>	83	83	83	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	656	645	98.3	83.1
Male	346	344	99.4	82.3
Female	310	301	97.1	84.1
Black or African American	11	11	100.0	72.7
Asian	168	165	98.2	92.1
Filipino	45	45	100.0	88.9
Hispanic or Latino	209	205	98.1	72.2
White	172	168	97.7	86.9
Two or More Races	44	44	100.0	84.1
Socioeconomically Disadvantaged	254	247	97.2	79.0
English Learners	35	31	88.6	35.5
Students with Disabilities	43	42	97.7	57.1

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	15.9	24.1	40.4

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)**

Lexington Junior High School is a highly active campus, with a wide variety of programs and extra-curricular activities developed for the diverse student body. These activities are successful, because of the genuine support and volunteer spirit of our parents and community. Over 150 parents sign-up annually to assist in the following areas: Book Fair, dances, FunRaiser, band performances, drama shows, dance/choir performances, library assistance, classroom assistance, and reward/incentive programs. Additionally, parents are invited to participate in school wide reflective learning walks, encouraged to join a very active PTSA, or seek a position on the School Site Council (SSC), Discipline Committee, or English Learner Advisory Committee (ELAC).

## 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
<b>Suspensions</b>	5.5	4.6	4.5	5.4	5.4	5.6	4.4	3.8	3.7
<b>Expulsions</b>	0.0	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, community resource groups, and the School Site Council in order to determine any needed changes. The Lexington Junior High School Safety Plan is implemented by staff members. No less than four 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
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2008-2009
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	13
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

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

Subject	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+
<b>English</b>	29	7	25	17	30	10	14	24	30	10	14	24
<b>Mathematics</b>	29	6	17	21	31	4	13	24	31	4	13	24
<b>Science</b>	32	5	6	29	33	3	3	32	33	3	3	32
<b>Social Science</b>	34		8	28	32	3	4	32	32	3	4	32

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	3	452
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	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,866	\$3,794	\$7,072	\$90,582
District	N/A	N/A	\$8,344	\$90,749
Percent Difference: School Site and District	N/A	N/A	-15.2	-0.2
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	24.6	16.4

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

**Types of Services Funded (Fiscal Year 2015-16)**

English Learner, Special Education, and Staff Development programs are supported through the following categorical funds: Special Education, Title II Professional Development, Local Control Funding Formula (LCFF), and Perkins funding. Additionally, the funding supports a Multi-Tiered System of Support Specialist, who assist with connecting struggling students to interventions to help support successful academic outcomes. A schoolwide fundraiser and other grants are also sources of support for curricular programs.

**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)**

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Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their 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.