

# Goleta Valley Junior High School

## School Accountability Report Card

### Reported for School Year 2010-11

Published During 2011-12

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#### Goleta Valley Junior High School

6100 Stow Canyon Road  
Goleta, CA 93117  
(805) 967-3486  
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#### Santa Barbara Unified School District

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### DataQuest

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

#### Internet Access

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

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## About This School

### School Description and Mission Statement (School Year 2010-11)

Goleta Valley Junior High School (GVJHS), a National Blue Ribbon and a California Distinguished School, opened its doors in 1964, making it the first secondary school in the burgeoning Goleta Valley.

Goleta Valley Junior High, home of the Mariners, offers instruction for seventh and eighth graders. Its student body primarily originates from seven of the Goleta Union School District's elementary schools: Brandon, Ellwood, El Camino, Isla Vista, Kellogg, La Patera, and Mountain View.

Teaching and learning define the atmosphere at GVJHS. Our dedicated staff includes 40 credentialed teachers, one credentialed librarian, two counselors, three administrators, five clerical workers, one health

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clerk, three custodians, one gardener, and one campus safety supervisor. Also housed on the campus are county special education instructional programs and the Santa Barbara Charter School.

Goleta Valley Junior High is a safe and nurturing school, in part because of a system of “Houses” that places students in four smaller learning communities during their two years at GVJHS. Students have the opportunity to receive positive recognition throughout the year in academic, athletic, leadership, and social activities, regardless of socioeconomic status. In fact a variety of activities take place across campus every day to provide students with different opportunities to meet new friends, apply classroom concepts to real-world situations, and have fun in athletic and social games.

Our mission statement reflects our core values: In partnership with parents, community and staff, Goleta Valley Junior High School students will achieve academic excellence. In a safe and nurturing environment, students will:

- respect themselves and others;
- take responsibility for their individual development as lifelong learners;
- value creativity, imagination and reason;
- participate in our diverse community as informed and conscientious citizens.

### Opportunities for Parental Involvement (School Year 2010-11)

Contact Person Name: Veronica J. Rogers, principal

Contact Person Phone Number: (805) 967-3486

An active Parent Teacher Association (PTA) and English Learners Advisory Council support curricular and extracurricular opportunities. Students benefit from parent supported activities such as dances, assemblies, book sales, the Eighth Grade Soiree, beautification days and numerous individual projects. The PTA supports the library with a substantial contribution each year for the purchase of new books and provides teachers with additional equipment.

Goleta Valley Junior High School is fortunate to have a high degree of parental involvement in classrooms across campus. Many parents support academic learning by acting as reading buddies, math helpers, homework graders, and much more. Parents are a part of every school day at GVJHS.

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 7	396
Grade 8	436
<b>Total Enrollment</b>	<b>832</b>

### Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	1.2%
American Indian or Alaska Native	0.5%
Asian	7.6%
Filipino	0.5%
Hispanic or Latino	47.9%
Native Hawaiian/Pacific Islander	0.0%
White	38.4%

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<b>Two or More Races</b>	3.2%
<b>Socioeconomically Disadvantaged</b>	33.9%
<b>English Learners</b>	34.6%
<b>Students with Disabilities</b>	16.7%

### Average Class Size and Class Size Distribution

Subject	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	24.4	14	20	4	26.7	13	11	12
<b>Mathematics</b>	28.7	3	18	3	29.1	4	15	9
<b>Science</b>	30.3	0	19	6	32.2	0	13	10
<b>Social Science</b>	30.4	1	17	7	32.0	0	16	8

## School Climate

### School Safety Plan (School Year 2010-11)

Date of Last Review/Update: December 2011

Date Last Discussed with Staff: December 2011

The students, staff, and neighbors work together to keep the school clean and well maintained. Five employees provide maintenance, custodial and gardening services. Fire, earthquake, and lock down drills are held on a regular basis. A trained and highly competent disaster team is ready to provide leadership and support in times of emergencies.

GVJHS is a safe campus that promotes a non-violent, drug-free environment. Staff and students are trained in non-discriminatory practices, and have tolerance-based activities throughout the year to promote a campus-wide anti-bullying philosophy. Monthly fire drills are conducted for staff and students, and disaster drills are conducted annually in conjunction with the GVJHS Emergency Response Team and parent community.

### Suspensions and Expulsions

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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	10.9	13.0	14.2	7.1	8.6	7.4
<b>Expulsions</b>	0.4	0.1	0.1	0.4	0.4	0.4

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

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### School Facilities

#### School Facility Conditions and Planned Improvement (School Year 2011-12)

One campus safety supervisor, three administrators, several teachers, and many parent volunteers supervise the students at Goleta Valley Junior High School before school, during lunch, and after school. GVJHS students may participate in one of the many clubs that meet during these times, or they may use one of the three computer labs or individual teacher classrooms to complete school assignments during these times.

Goleta Valley Junior High School is a closed campus, requiring visitors to sign-in at the office and receive a visitor's pass before entering any classrooms. Classroom volunteers are encouraged to make appointments directly with teachers at least one day in advance.

Teaching and learning define the atmosphere at GVJHS. Forty-six classrooms, three computer labs, a library with over 19,000 volumes, updated science labs, a newly modernized theater seating 500 students, and an advanced technology infrastructure support student achievement across the curriculum. An activity room with a climbing wall, expansive athletic fields, and numerous courts support student growth in sports ranging from basketball and volleyball to tennis.

Teachers at GVJHS plan their curriculum and collaborate with each other in individual classrooms, conference rooms, teacher workrooms, and the faculty lounge. Teachers also meet on a weekly basis in their department's Professional Learning Community. Every teacher has access to a computer and LCD projector in order to plan lessons, research curriculum, communicate with parents and colleagues via email, and integrate technology into the classroom experience.

Goleta Valley Junior High School celebrated its 40th anniversary in September 2004. The newly renovated campus, including modernized electrical, plumbing, and fire systems, highlighted the anniversary. Classrooms and restrooms are cleaned on a daily basis. All of bathroom facilities are in working order, and on-campus custodians, as well as district facilities personnel provide regular maintenance support for extra-ordinary situations. Additionally, the grounds are kept in excellent condition by a dedicated gardener and custodial staff.

#### School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)				
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			

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<b>Playground/School Grounds</b>	√			
<b>Roofs</b>	√			
<b>Overall Cleanliness</b>	√			
<b>Inspection Date:</b> June 2009.				

## Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	39	44	42	446
<b>Without Full Credential</b>	2	0	0	2
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	3	4	2	15

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	2	0	0
<b>Total Teacher Misassignments</b>	6	2	1
<b>Vacant Teacher Positions</b>	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 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	99.20%	0.80%
<b>High-Poverty Schools in District</b>	100.00%	0.00%
<b>Low-Poverty Schools in District</b>	98.16%	1.84%

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 25 percent or less in the free and reduced price meals program.

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### Support Staff

#### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	417
Library Media Teacher (librarian)	1.0	---
Psychologist	1.0	---
Speech/Language/Hearing Specialist	0.6	---

One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Curriculum and Instructional Materials

#### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Reading/Language Arts	Holt, Rinehart and Winston: <i>Literature and Language Arts, 2003</i> Intervention Program: Scholastic: <i>Read 180 California Enterprise Edition, 2009</i>
Mathematics	Holt, Rinehart and Winston: <i>Holt California Mathematics, 2008</i> , CPM Educational Program: <i>Algebra Connections, 2008</i> Pearson Prentice Hall: <i>Prentice Hall Mathematics California Algebra Readiness, 2009</i>
Science	Holt, Rinehart Winston: <i>Holt California Science: Earth, Life, and Physical Science, 2007</i>
History-Social Science	Teachers' Curriculum Institute: <i>History Alive! California Middle Schools Program, 2005</i>
Foreign Language	Glencoe/McGraw-Hill: <i>Glencoe Spanish 1 Buen viaje!</i> McDougal, Littell & Company: <i>Discovering French, Nouveau!</i>
Health	Holt, Rinehart and Winston: <i>Holt Decisions for Health</i>
Visual and Performing Arts	No textbooks used

### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,941	\$3,647	\$5,294	\$62,264
District			\$5,719	\$65,217
Percent Difference Between School Site and District			-7%	-5%
State			\$5,455	\$70,570
Percent Difference Between School Site and State			-3%	-12%

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**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

Goleta Valley Junior High School supports teaching and learning through categorical programs including: Title I, School Improvement Block Grant AB825, and EIA/LEP (Limited English Proficient). Examples of services provided from these programs include: Instructional aides, technology infrastructure and support, computer clubs, after school sports, homework centers, teacher mentors and professional development opportunities, an in-school suspension center, math coaches, and an assistant principal to oversee the Title I and English Language Development programs.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

**California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

**California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

**California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with

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significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	63%	65%	62%	58%	62%	64%	49%	52%	54%
Mathematics	54%	58%	58%	40%	43%	46%	46%	48%	50%
Science	75%	78%	76%	60%	61%	63%	50%	54%	57%
History-Social Science	59%	68%	61%	52%	55%	56%	41%	44%	48%

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.

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	64%	46%	63%	56%
All Students at the School	62%	58%	76%	61%
Male	57%	57%	76%	62%
Female	67%	60%	77%	61%
Asian	85%	89%	96%	100%
Hispanic or Latino	42%	40%	61%	40%
White	81%	75%	89%	81%
Two or More Races	86%	79%	100%	91%
Socioeconomically Disadvantaged	35%	35%	51%	32%
English Learners	15%	20%	28%	8%
Students with Disabilities	19%	19%	26%	13%

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.

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.10%	24.20%	41.30%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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### Accountability

#### Academic Performance Index

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

#### Academic Performance Index Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	8
Similar Schools	5	8	9

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

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	19	14	-17
Hispanic or Latino	16	13	-14
White	23	17	-14
Socioeconomically Disadvantaged	37	-10	-12
English Learners	17	9	-59
Students with Disabilities	13	32	-38

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

#### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	812	821	7,543	808	4,683,676	778
Black or African American	8		119	742	317,856	696
American Indian or Alaska Native	4		44	832	33,774	733
Asian	62	971	298	926	398,869	898

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<b>Filipino</b>	4		41	877	123,245	859
<b>Hispanic or Latino</b>	393	717	3,845	722	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		6		26,953	764
<b>White</b>	313	912	2,971	898	1,258,831	845
<b>Two or More Races</b>	27	950	188	925	76,766	836
<b>Socioeconomically Disadvantaged</b>	273	683	2,826	701	2,731,843	726
<b>English Learners</b>	279	676	2,304	674	1,521,844	707
<b>Students with Disabilities</b>	142	530	933	555	521,815	595

### Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	No	No
<b>Met Percent Proficient - Mathematics</b>	No	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	No

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetetermine.asp>

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement Implementation</b>	2008-2009	2011-2012
<b>Year in Program Improvement</b>	Year 4	Year 1
<b>Number of Schools Currently in Program Improvement</b>	6	
<b>Percent of Schools Currently in Program Improvement</b>	54.5%	

## **Instructional Planning and Scheduling**

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### **Professional Development**

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.