Scotts Valley High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Scotts Valley High School
Street	555 Glenwood Dr.
City, State, Zip	Scotts Valley
Phone Number	8055598657
Principal	Michael Hanson
E-mail Address	mhanson@scottsvalleyusd.org
Web Site	http://www.svhs.santacruz.k12.ca.us/
CDS Code	44754324430211

District Contact Information	
District Name	Scotts Valley Unified School District
Phone Number	(831) 438-1820
Superintendent	Tanya Krause
E-mail Address	tkrause@scottsvalleyusd.org
Web Site	www.scottsvalleyusd.org

School Description and Mission Statement (School Year 2017-18)

Scotts Valley High School's mission is to provide an exemplary education that will prepare our students to thrive in a modern world.

Through our challenging and diverse curriculum, extra-curricular programs, and strong partnerships with the community, students are prepared to be skilled and literate members of both local and global societies. SVHS programs enable students to realize their full potential in intellectual, social, physical, and ethical development.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	222
Grade 10	225
Grade 11	187
Grade 12	185
Total Enrollment	819

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.5
Asian	2.1
Filipino	0.6
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.1
White	72.5
Two or More Races	9.2
Socioeconomically Disadvantaged	9.3
English Learners	0.5
Students with Disabilities	6.1
Foster Youth	0.2

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			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	38	37	38	113
Without Full Credential	1	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September, 2016

Budget constraints prevented adoption of new textbooks, along with equipment and other supplemental materials needed for many years. With budget improvement SVUSD was able to purchase a math adoption for the 2016-17 school year. Secondary schools adopted foreign language in 2017-18,

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2002 Prentice Hall Inc; McDougal-Littell Various novels, essays updated on a regular basis and approved by Curriculum Council and School Board	Yes	0%
Mathematics	Adopted 2016 Houghton Mifflin; Oxford University Press; Haese & Harris, Cengage Learning, Mathematics Publishing, Big Ideas learning	Yes	0%
Science	Adopted 2008 Glencoe; McGraw Hill; Holt Rinehart & Winston; Scotts Foresman & Addison Wesley; Prentice Hall Adopted 2016 Oxford University Press; Pearson	Yes	0%
History-Social Science	Adopted 2006 Pxford University Pressl; Prentice Hall; Glencoe/McGraw Hill; Houghton Mifflin	Yes	0%
Foreign Language	Adopted 2017 Pearson Autentico Levels 1, 2, 3,; Vista Higher Learning Imagina, Temas	Yes	0%
Health	Adopted 2002 Glencoe	Yes	0%
Visual and Performing Arts	Adopted 2002 WW Norton and Co; Glencoe/McGraw Hill; Pearson Education	Yes	0%
Science Laboratory Equipment (grades 9-12)	New equipment in 2014-15	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Scotts Valley High School takes pride in the safety and cleanliness of our school facility. All classrooms are attractive, comfortable and have adequate lighting. Our custodial staff consists of one daytime facilities specialist, and one evening facilities specialist. These facilities specialists are responsible for and take pride in keeping a clean beautiful campus for all. Aside from their janitorial responsibilities they also perform routine maintenance tasks. More extensive maintenance is performed by the district facilities team.

We have an active Safety Committee that reviews safety plans, procedures, and provides safety education to our staff. We have a comprehensive Emergency Action Plan in place and drills are routinely held. Each campus has an annual safety inspection performed by an external agency to assist us in providing safe facilities.

District maintenance personnel attend to maintenance needs at each campus on an ongoing basis, with service requests being managed through a web-based work order system, called School Dude. To assist in the effort to ensure clean, safe and functional facilities, the district uses a facility survey instrument developed by the State of California Office of Public School Construction and conducts annual self inspections, recording the results of the inspection on the survey document. Below is more specific information about the school and the efforts made to ensure that students and staff are provided with a clean, safe and functional learning environment.

Age of the School Buildings: Scotts Valley High School opened in 1999-2000 and currently has 39 classrooms, athletic facilities, a student union that serves as a multipurpose room, a kitchen, a gymnasium and an administrative building. Seven of the classrooms and the weight room are portables.

Cleaning Process and Schedule: The district has adopted cleaning standards. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean, safe campus.

Maintenance and Repair: District maintenance personnel make every effort to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Safety issues are given the highest priority.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/9/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Multi-Purpose room: 7 units out
Interior: Interior Surfaces	X			Student Store: Leak from window / wall wet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			E102 Art: Dead rat outside door E204: tech storage and restrooms room filthy needs to organized Snackbar: snack bar is filthy. Parents need to set up cleaning regiment.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C6 Electrical Room: Electrical has no fan
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Weight Room: Attach shelves to wall, floor has spots with sag because of dropped weights Rain gutters rusted and leaking in various locations.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Student Store: Leak from window / wall wet

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/9/2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	88	82	70	75	48	48
Mathematics (grades 3-8 and 11)	55	47	62	64	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	174	97.21	81.61
Male	96	93	96.88	76.34
Female	83	81	97.59	87.65
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.14	67.65
White	128	124	96.88	83.06
Two or More Races	13	13	100	100
Socioeconomically Disadvantaged	18	15	83.33	73.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	171	95.53	46.78
Male	96	91	94.79	51.65
Female	83	80	96.39	41.25
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.14	32.35
White	128	121	94.53	46.28
Two or More Races	13	13	100	84.62
Socioeconomically Disadvantaged	18	15	83.33	26.67
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	77	69	85	80	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Our CTE offerings include SVHS and ROP/CTE courses provided both at SVHS and off campus in 2016-17.

Classes offered on site: Economics of Marketing, Criminal Justice (Articulated), Digital Photography, Music Production (magnet class), Sports Related Occupations, Video Production (Articulated)
SVHS students were enrolled in the following ROP magnet classes:
Information Technology, Sports Medicine, Health Careers, Medical Technology, Culitnary Arts, Fire Technology

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	106
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	63.54

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	14.1	18.6	56.4

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 State priority: Parental Involvement (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 2017-18)

Scotts Valley High has multiple opportunities for parent involvement. Our Falcon Club supports all athletic programs, including raising funds in support of athletics and provides numerous opportunities for parents and community members to volunteer. The Parent Club raises money to support classroom instruction and provides multiple opportunities for parents and community members to volunteer at the school site. In addition, the Scotts Valley Educational Foundation works collaboratively with parents at all Scotts Valley School District sites to provide resources for the classroom. School Site Council (SAC) consists of parents, community, students and staff who meet monthly in support of the school plan.

Parent outreach regarding events, volunteer opportunities, and feedback occurs primary through electronic means. The primary avenue of contact is the News from the Nest school newsletter that is sent via email to the entire parent community. This newsletter is sent out regularly, typically twice a month, with a majority of the information within each letter also found on the school website.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.6	0.6	1.6	0.6	0.6	1.6	11.5	10.7	9.7
Graduation Rate	97.74	98.8	96.89	97.74	98.8	96.89	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	98.97	98.97	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	100	100	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	98.59	98.59	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	100	100	55.44
Students with Disabilities	63.64	63.64	63.9
Foster Youth	0	0	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.2	3.6	2.8	1.8	2.1	2.3	3.8	3.7	3.6
Expulsions	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Scotts Valley Unified School District has a total ADA of less than 2500 students. Due to this, the district, not individual sites, maintains and annually updates the Comprehensive School Safety Plan and it is the district, not the site, that sets annual safety goals with input from stakeholders of the entire SV community. This plan is available on the district website. Within the Comprehensive School Safety Plan there is a section that describes the Emergency Preparedness Plan for each individual site. The SVHS Emergency Preparedness Plan is also updated annually and is available and communicated to all staff. This plan is approved by both the SVHS School Advisory Council and the SVUSD Board of Trustees. Safety Drills are run in accordance of State and Federal Laws and supervised by SVPD and SVFD. Other areas of training include social, emotional support of students. (An example would be sexual harassment training).

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 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	17	10	12	25	8	8	11	24	8	10	10
Mathematics	29	3	13	10	27	6	9	9	24	9	10	6
Science	24	12	16	5	25	9	17	5	24	7	20	4
Social Science	22	12	10	12	25	9	16	7	24	10	16	7

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	400
Counselor (Social/Behavioral or Career Development)	.75	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.49	N/A
Psychologist	0.	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other	3	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,287	$1281	$5,006	$60,074.18
District	N/A	N/A	$5777	$64,528
Percent Difference: School Site and District	N/A	N/A	-14.3	-7.1
State	N/A	N/A	$6,574	$69,649
Percent Difference: School Site and State	N/A	N/A	-27.1	-14.8

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

Types of Services Funded (Fiscal Year 2016-17)

A comprehensive educational program for ninth through twelfth grade students, including Special Education and English Language Development is provided. Federal, state and private grant funding sources are aggressively sought to supplement our educational programs. State and Federal funds are also used to educate students on the dangers of drug use.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,512	$44,144
Mid-Range Teacher Salary	$59,667	$69,119
Highest Teacher Salary	$76,746	$86,005
Average Principal Salary (Elementary)	$92,258	$106,785
Average Principal Salary (Middle)	$110,572	$111,569
Average Principal Salary (High)	$106,609	$121,395
Superintendent Salary	$182,000	$178,104
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Scotts Valley High School Participates in the International Baccalaureate (IB) Programme, not Advanced Placement. The International Baccalaureate Organization is a demanding pre-university course of study that leads to examinations and it is designed for highly motivated High School juniors and seniors. The Diploma Program's grading system is criterion-referenced, which means that each student's performance is measured against well-defined levels of achievement. These are consistent from one examination session to the next and are applied equally to all schools.

International Baccalaureate (IB) Courses (School Year 2016-17)

Subject	Number of IB Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	3
Foreign Language	2
Mathematics	3
Science	7
Social Science	4
All Courses	21

Professional Development (Most Recent Three Years)

The District provides two staff development days each year. Content of those days for 2017-18 focused on training in using data systems and technology, and social and emotional support for all students. Additionally, teams of teaching staff and administration attend ongoing training throughout the year. Some of the more notable trainings are SVMI (Silicon Valley Math Initiative) through a grant with S4C (Santa Cruz County College Commitment), English Learners, NGSS (Next Generation Science Standards), PBIS (Positive Behavior Intervention and Support, IB (International Baccalaureate) training in specific subjects, and Special Education topics including compliance, behavior analysis and strategies.

All certificated staff meet weekly in a restructured day schedule in order to have Professional Development and Collaboration. The weekly work centers around district goals to increase student achievement and the site Single School Plan for Student Achievement. Our plan identifies specific goals for school improvement in all subject areas. These goals are part of the outcome of staff and School Site Council analysis of student achievement data, as well as feedback from parent and student surveys. Staff development needs are identified as a result of student achievement performance. During the past several years, emphasis was given to learning strategies appropriate to English Learners, students with disabilities, analysis of student work, and strategies to address needs of students not meeting standards. We continue to work on essential standards and benchmarks. The weekly professional development time provides opportunities for cross grade level collaboration. All sites participate in the New Teacher Project for first and second year teachers.