School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	South Junior High	**District Name**	Anaheim Union High
Street	2320 East South St.	**Phone Number**	714-999-3502
City, State, Zip	Anaheim, CA 92806-4540	**Web Site**	Auhsd.k12.ca.us
Phone Number	714-999-3667	**Superintendent**	Joseph M. Farley, Ed.D.
Principal	Chris Esperanza	**E-mail Address**	Farley_j@auhsd.us
E-mail Address	esperanza_c@auhsd.k12.ca.us	**CDS Code**	30664316058887

School Description and Mission Statement
This section provides information about the school's goals and programs.

Our purpose at South Junior High School is to provide a safe and secure environment that promotes a positive school experience. Our goal is to offer a standards-based, best-practices curriculum that allows all students an opportunity to achieve academically as well as to grow socially and emotionally. We believe in the importance of all stakeholders working collectively to maximize individual success. We believe all students can learn. We believe all students should be guaranteed a viable curriculum. We believe we need to systematically respond to student needs. We believe we need to tend to social/emotional and academic needs of our students. We believe that collaboration is superior to isolation. We believe that students learn best in a safe and orderly environment.

Opportunities for Parental Involvement
This section provides information about opportunities for parents to become involved with school activities.

PTSA, parent conferences, Curricular-focused Family Nights, Parent Workshops, Principal's Newsletters, at-risk counseling, Back to School Night, Open House, ELAC meetings. A new parent / community involvement committee was formed in the 2007-2008 school year to ensure greater connection between what is happening at school and the community we serve. This committee planned and implemented events such as Breakfast with the Principal and Parent nights such as a Gang Awareness Night presented by Anaheim Police officers to provide stakeholders with additional opportunities for communication and interaction with school personnel.

Student Enrollment by Grade Level
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	785
Grade 8	890
Total Enrollment	1675

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1 %	White (not Hispanic)	7.04 %
American Indian or Alaska Native	0.18 %	Multiple or No Response	1.73 %
Asian	2.27 %	Socioeconomically Disadvantaged	77 %
Filipino	1 %	English Learners	41 %
Hispanic or Latino	86 %	Students with Disabilities	10 %
Pacific Islander	0.78 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05 Avg. Class Size	2004-05 Number of Classrooms 1-22	2004-05 Number of Classrooms 23-32	2004-05 Number of Classrooms 33+	2005-06 Avg. Class Size	2005-06 Number of Classrooms 1-22	2005-06 Number of Classrooms 23-32	2005-06 Number of Classrooms 33+	2006-07 Avg. Class Size	2006-07 Number of Classrooms 1-22	2006-07 Number of Classrooms 23-32	2006-07 Number of Classrooms 33+
English	25.5	30	67	8	26.1	28	41	19	26	22	66	2
Mathematics	28.1	4	39	8	30.6	7	43	34	29	8	51	16
Science	30.1	5	32	15	30.6	4	20	20	32	3	20	28
Social Science	29.5	4	31	16	30.4	3	35	19	33	3	11	37

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The programs at South include, but are not limited to: Comprehensive Safe Schools program, Club Live, extended day classes, noontime/after school activities and classes. Each classroom has monitored Internet and cable access. The educational programs at South include the Enhancing Education Through Technology program, Accelerated Reader, Accelerated Math, four on-site computer labs, including a Read 180 lab that uses software to sharpen literacy skills. Response to Intervention and Ready to Learn were implemented in the 2006-2007 school year; school wide focus in both of these areas will continue to be used to additionally support students at South.

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 2004-05	School 2005-06	School 2006-07	District 2004-05	District 2005-06	District 2006-07
Suspensions	18.3	16.4	19.3	13.6	6.1	6
Expulsions	0.9	0.9	2.6	0.5	0.6	0.9

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

South Junior High School opened in 1964. The 22.6 acre site includes 44 regular classrooms plus a number of portable classrooms. There are 15 labs which are designed for specific programs (i.e. computer lab, science lab, choral music room. Etc.) The site also includes a media center, a cafeteria, a library, a gym, and a variety of sports fields. South recently completed a comprehensive modernization and construction program. The total budget of $23.8 million was used to modernize 18 campus buildings, add 8 new classrooms, add 4 new computer labs, and expand the administrative wing.

Maintenance and repair: Site and district maintenance staff ensures 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 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 rest rooms are cleaned daily and deep cleaning, waxing of floors and painting takes place during times when students are not in class. Students, parents and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on April 30, 2008.

School Facility Good Repair Status
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	Two rooms have base boards missing, and two rooms have carpet damage. Work orders issued.
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	One area fire extinguisher is missing. Work order issued.
Electrical (interior and exterior)	[X]	[ ]	[ ]	Two classrooms have broken light covers. Work orders issued.
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	One drinking fountain clogged and leaking, and one not working. Work orders issued.
Restrooms	[X]	[ ]	[ ]	
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	Additional attention to cleaning are needed in Rooms 810-815.

Overall Summary of School Facility Good Repair Status
This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

IV. Teachers

Professional Development
This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Teachers participate in a variety of district in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Peer Assistance Review (PAR) and Beginning Teacher Support and Assessment (BTSA) programs, district workshops, and professional conferences are opportunities for professional development. The district continues to train teachers in strategies they can use to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student 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 be considered highly qualified under NCLB.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	62	64	72	1281
Without Full Credential	6	4	3	57
Teaching Outside Subject Area of Competence	1	0	10	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	4
Total Teacher Misassignments	3	10	8
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.1 %	2.9 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	87 %	13 %
Low-Poverty Schools in District	99.1 %	0.9 %

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	558
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

This information was collected in October 2007.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Per the California Department of Education schedule, all textbooks are replaced every seven years. Reading/Language Arts materials were adopted in 2002-03. There is one textbook available per student	0
Mathematics	Mathematics textbooks were adopted in 2001-02. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2007-08.	0
Science	Science textbooks were adopted in 2001-02. There is one textbook available per student.	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	0
Science Laboratory Equipment (grades 9-12)	NA	NA

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$8,273	$3,290	$4,982	$67,793
District	---	---	$5,135	$70,578
Percent Difference – School Site and District	---	---	-3.0%	-3.0%
State	---	---	$4,943	$62,833
Percent Difference – School Site and State	---	---	0.8%	7.8%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

South receives federal Title I funds that are used to support the students in a wide variety of ways. Before and after school tutoring and homework help, intensive reading intervention programs, SES tutoring, parent education / involvement initiatives, parent conferences, and pull out intervention classes are all paid for out of Title I funds. In addition, South uses other funding sources to fund the Start Something Program (a partnership between the Anaheim Police Department, Tiger Woods Learning Center and the Youth Leadership Association). Beginning in the 2007-2008 school year South will receive funding through the Quality Education Investment Act (QEIA) to reduce class sizes in the core subject areas and provide quality staff development opportunities for the staff. QEIA funds will continue to be used to fund lower class sizes, provide opportunities for staff development and purchase and/or maintain facilities at South Junior High School.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,035	$39,456
Mid-Range Teacher Salary	$78,309	$66,091
Highest Teacher Salary	$89,952	$82,529
Average Principal Salary (Middle)	$111,812	$104,975
Average Principal Salary (High)	$122,889	$116,464
Superintendent Salary	$216,000	$171,138
Percent of Budget for Teacher Salaries	39.5 %	37.4 %
Percent of Budget for Administrative Salaries	4.1 %	5.2 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *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.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	28	27	31	38	39	41	40	42	43
Mathematics	26	29	24	34	36	32	38	40	40
Science		36	34	41	39	42	27	35	38
History-Social Science	16	16	20	34	36	36	32	33	33

CST 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
African American	28	25	50	21
American Indian or Alaska Native	*	*	*	*
Asian	68	65	71	43
Filipino	73	73	*	*
Hispanic or Latino	28	22	30	17
Pacific Islander	55	45	*	*
White (not Hispanic)	50	31	56	41
Male	27	26	39	25
Female	35	23	29	16
Economically Disadvantaged	27	23	30	16
English Learners	6	8	12	4
Students with Disabilities	3	2	9	3
Students Receiving Migrant Education Services	*	*	*	*

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. *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.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	33	31	32	41	41	40	41	42	42
Mathematics	37	38	40	48	48	48	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	45	45
American Indian or Alaska Native	*	*
Asian	67	95
Filipino	*	*
Hispanic or Latino	29	37
Pacific Islander	*	*
White (not Hispanic)	52	52
Male	26	39
Female	39	40
Economically Disadvantaged	30	38
English Learners	10	14
Students with Disabilities	3	3
Students Receiving Migrant Education Services	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *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.*

Grade Level	Percent of Students Meeting Fitness Standards
7	36

IX. 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. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	2	2	3
Similar Schools	8	3	6

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	20	20	2	665
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	22	21	1	649
Pacific Islander				
White (not Hispanic)	20	32	0	741
Socioeconomically Disadvantaged	22	11	10	648
English Learners	N/A	15	0	628
Students with Disabilities	N/A	100	-76	400

Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program

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. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2000-2001	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	23.8