

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 on 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.

I. Data and Access

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.

II. About This School

Contact Information (School Year 2010-11)

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	Dr. Elizabeth Novack
Principal	Chris Esperanza	E-mail Address	novack_e@auhsd.us
E-mail Address	Esperanza_c@auhsd.us	CDS Code	30664316058887

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

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 (School Year 2009-10)

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

School Site Council, PTSA, parent conferences, Curricular-focused Family Nights, Parent Workshops, Principal's Newsletters, at-risk counseling, Back to School Night, Open House, ELAC meetings. A Title I coordinator ensures greater connection between what is happening at school and the community we serve. This coordinator plans and implements events, including Town Hall meetings, parents are able to meet with the principal; Parent Night informational events, which focus on gang involvement/prevention (presented by Anaheim Police officers) and ATOD (Alcohol, Tobacco & Other Drugs) with school site counseling and outside resources. These events allow all stakeholders additional opportunities for communication and interaction with school personnel.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	1
Grade 7	728
Grade 8	774
Total Enrollment	1,504

Student Enrollment by Group (School Year 2009-10)

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
Black or African American	1	White	7
American Indian or Alaska Native	0	Two or More Races	
Asian	2.66	Socioeconomically Disadvantaged	83
Filipino	1	English Learners	35
Hispanic or Latino	88	Students with Disabilities	9
Native Hawaiian/Pacific Islander	0.47		

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	2007-08				2008-09				2009-10			
	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	23.4	37	65	4	23.3	37	57	1	26.7	9	43	1
Mathematics	25	33	42	17	25.9	8	37	6	24.4	7	52	0
Science	30.8	2	33	15	27.2	2	48	1	29.0	3	39	5
Social Science	30.1	4	35	13	26.9	5	53	0	26.4	4	49	0

III. School Climate

School Safety Plan (School Year 2009-10)

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: Enhancing Education Through Technology program; Accelerated Reader; Accelerated Math; ST Math; four on-site computer labs, including a Reading lab that uses software to sharpen literacy skills. Response to Intervention and Ready to Learn intervention plans were implemented in the 2006-2007 school year. These programs are all included in our systematic intervention plan. The school-wide focus in these areas will continue to be used to additionally support students at South. The safety plan was updated October 2009.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	25.3	23.5	36.4	6.6	16.7	12.3
Expulsions	2.7	2.4	3.3	0.9	1.1	1.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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

湃

South Junior High School opened in 1964. The 22.6 acre site includes 49 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. In 2005-06, a comprehensive modernization and construction program was completed at South. 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 November 13, 2010.

School Facility Good Repair Status (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	[]	Stained or missing ceiling tiles in various areas. Leaking sink in Room 309.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Lights out in various rooms.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Staff restroom flooring is missing around drain.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	77	66	67	1350
Without Full Credential	3	4	0	0
Teaching Outside Subject Area of Competence	0	3	6	---

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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	3	0	1
Total Teacher Misassignments	3	6	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	4	376
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0.8	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

This information was collected in October 2009.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	English language arts textbooks were adopted in 2008-09. All students have access to the textbook at school and at home.	0	Yes
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	0	Yes
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	0	Yes
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0	Yes
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	0	Yes
Health	NA	NA	Yes
Visual and Performing Arts	NA	NA	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <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	\$9,941	\$4,193	\$5,748	\$79,746
District	---	---	\$5,575	80,736
Percent Difference: School Site and District	---	---	4.5	-3.9
State	---	---	5,681	69,595
Percent Difference: School Site and State	---	---	17.9	10.8

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds 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. Beginning in the 2008-09 school year, South continues to 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 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	47,665	43,096
Mid-Range Teacher Salary	86,735	70,018
Highest Teacher Salary	99,631	89,675
Average Principal Salary (Elementary)	0	0
Average Principal Salary (Middle)	124,631	122,408
Average Principal Salary (High)	136,824	128,615
Superintendent Salary	237,300	204,469
Percent of Budget for Teacher Salaries	39.1	37.5
Percent of Budget for Administrative Salaries	4	5.1

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	32	38	38	43	48	48	46	50	52
Mathematics	22	21	21	30	31	31	43	46	48
Science	51	49	49	49	53	53	46	50	54
History-Social Science	22	26	26	38	46	46	36	41	44

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				
All Student at the School				
Male	35	22	53	30
Female	42	21	44	21
Black or African American	37	6	42	33
American Indian or Alaska Native	*	*		
Asian	74	48	83	65
Filipino	56	31	*	*
Hispanic or Latino	36	20	47	23
Native Hawaiian/Pacific Islander	*	*	*	*
White	59	33	65	33
Two or More Races				
Socioeconomically Disadvantaged	35	19	45	22
English Learners	10	8	18	5
Students with Disabilities	6	5	10	7
Students Receiving Migrant Education Services	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	Results not available	Results not available	Results not available

X. 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 Academic Performance Index (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 ten 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	2007	2008	2009
Statewide	3	3	3
Similar Schools	5	3	5

Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	12	14	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	12	1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	15	12	-1
English Learners	12	15	24
Students with Disabilities	55	-19	-13

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	689	748	767
Black or African American		727	686
American Indian or Alaska Native			728
Asian		905	890
Filipino		859	851
Hispanic or Latino	678	698	715
Native Hawaiian/Pacific Islander		746	753
White		805	838
Two or More Races			808
Socioeconomically Disadvantaged	674	706	712
English Learners	678	681	692
Students with Disabilities	390	493	580

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 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2010-11)

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 (ELA 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2000-2001	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	47.6

XI. Instructional Planning and Scheduling

Professional Development

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

South has a Professional Development Team, consisting of teachers and the principal. The team is charged with organizing and facilitating all professional development for our staff. We currently have a consulting agreement with the UCLA Management Program and are working to build our collective capacity to function as a professional learning community (PLC). We emphasize the use of tools such as Critical Friends Groups and Classroom Walk-through Protocols to create the professional dialogue that will lead to improved student learning. At South, every Thursday is an early release day for students, who complete their day at 1:15 and teachers then spend one hour in focused collaboration. All teachers at South participate in over 40 hours of professional development each year.

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 additional 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.