

South Junior High

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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 webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	South Junior High
Street	2320 East South Street
City, State, Zip	Anaheim, CA 92806-4540
Phone Number	(714) 999-3667
Principal	Carlos Hernandez
E-mail Address	hernandez_c@auhsd.us
CDS Code	30664316058887

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Web Site	www.auhsd.us
Superintendent	Elizabeth I. Novack, Ph.D.
E-mail Address	webmaster@auhsd.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

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

Vision Statement:

All students, parents, staff, and community members of South Junior High School will collaborate and hold each other accountable to ensure that all students are cared for, guided and supported academically and socially. Students will engage in a rigorous, dynamic, innovative and enriching curriculum with the support of technology and interventions that will prepare them to be problem solvers, life long learners, leaders and global competitors in the 21st century.

Mission Statement:

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 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

The following parent involvement opportunities:

- Monthly Parent Supporting Parents meetings where parents explore the following topics:
 - GRIP program overview
 - Navigating the System with Administrators, Counselors, and Title 1
 - Common Core Sessions on Math and English Language Arts
 - Aeries Portal Training
 - Family Fun Night and Cultural Potluck
 - Academic and Behavioral Interventions and Bullying
 - Drug Prevention
- Breakout sessions including but not limited to: community resources, healthy living, drug awareness, building literacy in the home, parenting skills
- College Fair
- CalMAPP Assessments and Literacy
- Career Exploration/Vital Link Exhibits
- Volunteer program organized through the Title 1 and the community liaison
- Volunteers assist with lunch supervision, our AM/PM greeter program, field trips, and with classroom preparations
- Community Volunteer Committee
- Parents learn about and explore the 40 Developmental Assets as set forth by the Search Institute
- Parents choose 3 of the Developmental Assets to focus on for the year and plan community events to foster the growth of those assets in students and the community
- Events on Saturdays throughout the school year
- Community Cleanup Events each quarter
- Coffee with the principal every Friday from 8-9am
- Parents are given the opportunity to voice their concerns and provide ideas/suggestions under a more casual setting
- School Site Council
- Parent representatives are nominated/elected to represent the voice of the community at monthly meetings
- Parents are given an opportunity to vote of school expenditures

- Parents are given the opportunity to look at and agree upon the School Plan for Student Achievement
- Counselor/Parent meetings for at-risk students
- Family support services provided by Disciplina Positiva
- Building strong, healthy relationships with children
- Strategies for effective communication
- English Classes for parent and adults in the community
- Literacy classes for parents through the Mexican Consulate
- Back to School Night
- Open House
- PTSA
- ELAC

The aforementioned events and committees provide all community stakeholders opportunities for communication and interaction with school personnel. All information is communicated and promoted via, our marquee, flyers, TeleParent, and our website. For more information, contact our Title 1 Parent/Community Specialist, Juan Alvarez, at 714-999-3667.

III. Student Performance

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 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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39	43	41	49	54	52	54	56	55
Mathematics	21	23	27	35	37	35	49	50	50
Science	56	66	57	58	64	62	57	60	59
History-Social Science	29	30	31	49	51	50	48	49	49

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52	35	62	50
All Student at the School	41	27	57	31
Male	37	26	60	34
Female	46	28	54	28
Black or African American	23	8		27
American Indian or Alaska Native				
Asian	79	67	100	81
Filipino	71	35		
Hispanic or Latino	40	25	55	29
Native Hawaiian/Pacific Islander				
White	53	41	70	44
Two or More Races				
Socioeconomically Disadvantaged	40	26	55	29
English Learners	10	6	25	6
Students with Disabilities	26	20	41	14
Students Receiving Migrant Education Services	36	36		

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 2012-13)

The California Physical Fitness Test (PFT) 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, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.5	23.7	30.1

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 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	2010	2011	2012
Statewide	2	2	2
Similar Schools	2	5	2

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	17	-3	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	0	7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	24	-4	11
English Learners	-2	-12	-36
Students with Disabilities	125	8	12

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 - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,512	726	25,373	777	4,655,989	790
Black or African American	12	585	665	752	296,463	708
American Indian or Alaska Native	2		132	759	30,394	743
Asian	35	906	3,111	927	406,527	906
Filipino	17	803	1,030	882	121,054	867
Hispanic or Latino	1,363	718	16,371	734	2,438,951	744
Native Hawaiian/Pacific Islander	8		176	793	25,351	774
White	68	788	3,035	819	1,200,127	853
Two or More Races	7		853	804	125,025	824
Socioeconomically Disadvantaged	1,368	719	18,299	746	2,774,640	743
English Learners	822	643	10,907	685	1,482,316	721
Students with Disabilities	156	554	2,547	554	527,476	615

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 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 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	13
Percent of Schools Currently in Program Improvement	---	92.9

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	811
Grade 8	764
Total Enrollment	1,575

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.8	White	4.4
American Indian or Alaska Native	0.1	Two or More Races	0.4
Asian	2.4	Socioeconomically Disadvantaged	87.6
Filipino	1.1	English Learners	65.4
Hispanic or Latino	90.1	Students with Disabilities	8.7
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	26.3	11	79	6	25.9	15	80	6	15	64	43	2
Mathematics	24.7	17	50	4	26.3	5	65	3	22	14	57	
Science	26.2	6	54	1	26.1	4	58	1	23	12	54	
Social Science	26.8	7	52	4	26	10	63	3	24	12	54	3

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

South Junior High School's Safety Plan includes emergency telephone numbers, staff responsibilities, student responsibilities, conference period teacher responsibilities and substitute responsibilities in case of a natural disaster or emergency. The areas of focus are evacuations, earthquake, fire, lockdown, fallen aircraft and bomb threat. The plan includes supplemental information documents that include evacuation route map, utility shut off map, organizational map, bomb threat checklist, room search assignments, emergency radio and television stations and community multi-hazard resources and phone numbers.

South Junior High is continually updating the Safety Plan with the new teacher additions, which include creating a Safety Committee on campus to continually review and update the safety plan for South Junior High School, and reviewing the Lock Down Procedures with new staff. The Lock Down Procedures were created with Anaheim Police Department. This allows the school and police to be in communication during an emergency situation.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	22.24	10.83	14.87	9.85	4.55	
Expulsions	1.33	0.84	0.18	1.02	0.52	

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

South Junior High School opened its doors in 1964. The 22.6 acre site includes 9 portable classrooms, 40 regular classrooms, and 16 classrooms with labs, which are designed for specific programs (i.e. computer lab, science lab, etc.), Wood Shop and Band. The site also includes a cafeteria, library, gym, Multi-Purpose Room, and a variety of sports fields. The site has a parent resource center where parents can access student Aeries records.

Completed facility improvements: 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 ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on November 14, 2013.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 (School Year 2013-14)				
Year and month in which data were collected: November 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	Replace kitchen sink faucet in Room 213 Work Room; handle is loose. Projection brackets need to be installed in Room 605.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Replace lights in Room 101.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Toilet is leaking in Men's Faculty Restroom by Room 407. Drinking fountain in front of Room 404 is backing up.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	Roof at Room 805 is leaking.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Door stop needs replaced in Room 805.

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	71	73	87	87
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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 www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.6	606
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2009

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in November 2012.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks were adopted in 2008-09. All students have access to the textbook at school and at home.	Yes	0
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.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,441	\$2,848	\$4,592	\$84,368
District	---	---	\$5,824	\$83,851
Percent Difference: School Site and District	---	---	-21.2	0.6
State	---	---	\$5,537	\$71,584
Percent Difference: School Site and State	---	---	-17.1	17.9

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 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

South Junior High School receives federal Title I, roll over from last year's EIA-LEP, new Local Control Funding Formula (LCFF) Supplemental and Concentration Funding, and Quality Education Investment Act (QEIA) funds to support the students in a wide variety of ways. The types of programs and services support and assist all student subgroups. Beginning in the 2008-09 school year, South continues to receive funding through the QEIA grant to reduce class sizes in the core subject areas. QEIA funds will continue to be used to fund lower class sizes, and if additional funds are available, provide opportunities for staff development and purchase and/or maintain facilities at South Junior High School.

The Title I funds support

- Teacher salary (1 full and 1 partial 50%)
- Translator
- Community Liaison
- Professional Development for a District learning walk aligned to Common Core (substitute teacher pay)
- Technology
- Renaissance Learning: annual hosting fee
- Renaissance Learning: Accelerated Reader software/annual license
- Renaissance Learning: STAR math and English software/annual license
- Magazines
- Books
- Intensive reading intervention programs
- Supplemental Educational Services (SES) tutoring*
- After School Tutoring
- *Qualifying South Junior High School students also participate in Supplemental Educational Services (SES) through the Title I program.
- *SES is also referred to as free Title I after-school tutoring.

The EIA-LEP funds support

- EL population (75% of total student population)
- Instructional materials for assessments/books
- 1 teacher (partial 50%)

Local Control Funding (LCFF)

- Concentration: Funding will be spent similarly to EIA-LEP

The QEIA fund support

- Reduce class size 12 teachers

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,407	\$42,865
Mid-Range Teacher Salary	\$86,266	\$69,484
Highest Teacher Salary	\$99,147	\$89,290
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$123,886	\$119,946
Average Principal Salary (High)	\$136,711	\$128,378
Superintendent Salary	\$244,008	\$202,664
Percent of Budget for Teacher Salaries	40.6%	36.8%
Percent of Budget for Administrative Salaries	4.0%	4.9%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Professional development opportunities for the South JHS staff are organized and facilitated by the Professional Development Team (a group of teachers and the principal). We continue to build our capacity as a professional learning community (PLC) through structured collaboration. Our professional development focus this year is to build understanding of the new Common Core State Standards and to shift to the development and implementation of Common Core State Standard key instructional strategies. We continue to build on our operational assumptions that include content and language objectives, checking for understanding and student engagement. We emphasize the use of CFG and Learning Walk protocols to create the professional dialogue that will lead to improved student learning. Teachers use protocols to review student work and assessment results in order to target instruction to better meet the needs of our student population. At South, every Tuesday is a late-start day for students; teachers spend 70 minutes in focused collaboration within PLC teams before students arrive. In addition, teachers participate in one full day of professional development training a month. All core content teachers at South participate in 40 hours of professional development each year. Additional support is provided to teachers through Learning Walks, Lesson Design Specialist (LDS) mentoring and all staff break-out sessions. These break-out sessions are selected based on teacher exit slips from PD sessions, staff surveys and student achievement data.

Teachers also participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons.