South Junior High
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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
Web Site	www.auhsd.us/south
CDS Code	30664316058887

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	784
Grade 8	785
Total Enrollment	1,569

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	2.8
Filipino	1.0
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0.3
White	4.2
Two or More Races	0.1
Socioeconomically Disadvantaged	90.1
English Learners	25.9
Students with Disabilities	10.1

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	87	75	71	1327
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	2
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.98	0.02
High-Poverty Schools in District	99.98	0.02
Low-Poverty Schools in District	100.00	0.00

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 3, 2014.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Interior: Interior Surfaces	[ ]	[X]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	67	57	60	64	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	60
Male	63
Female	57
Black or African American	
American Indian or Alaska Native	
Asian	79
Filipino	
Hispanic or Latino	58
Native Hawaiian or Pacific Islander	
White	70
Two or More Races	
Socioeconomically Disadvantaged	59
English Learners	18
Students with Disabilities	26
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	29	30	31	49	51	50	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	5	2	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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	8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	24	-4	11
English Learners	-2	-12	-35
Students with Disabilities	125	8	22

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	21.0	26.9	20.8

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 Parental Involvement State Priority (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 (Most Recent Year)

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.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	6.9	11.0	9.6	3.2	5.8	5.4	5.7	5.1	4.4
Expulsions	0.0	0.3	0.0	0.0	0.2	0.1	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

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 Lockdown Procedures were created with Anaheim Police Department. This allows the school and police to be in communication during an emergency situation.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	14
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	25.9	15	80	6	20	64	43	2	22	26	71	1
Mathematics	26.3	5	65	3	22	14	57		25	6	57	
Science	26.1	4	58	1	23	12	54		26	4	64	
Social Science	26	10	63	3	24	12	54	3	24	6	60	

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.6	603
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,331	$3,027	$6,304	$84,468
District	---	---	$1,852	$85,155
Percent Difference: School Site and District	---	---	240.4	-0.8
State	---	---	$4,690	$72,276
Percent Difference: School Site and State	---	---	34.4	16.9

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,150	$42,957
Mid-Range Teacher Salary	$85,797	$69,613
Highest Teacher Salary	$98,662	$89,407
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$126,652	$120,526
Average Principal Salary (High)	$136,840	$129,506
Superintendent Salary	$243,016	$207,044
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	4	5

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

Professional Development

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.