

South Junior High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	South Junior High School
Street	2320 East South Street
City, State, Zip	Anaheim, CA 92806-4540
Phone Number	(714) 999-3667
Principal	Ben Wolf
E-mail Address	wolf_b@auhsd.us
Web Site	http://south.auhsd.us/
Grades Served	7-8
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.

Highlights:

South Junior High received Gold Ribbon designation in 2015 for its STEAM (Science, Technology, Engineering, Arts, Mathematics) program, which is part of the instructional day. According to the principal, "South teachers are creating an amazing, innovative experience of engaging students by embedding project-based learning into their instruction." While the program is relatively new at South, it has grown exponentially. For example, during the first year, STEAM students participated in two competitions; this year, they competed in 12 competitions. The STEAM program includes courses in environmental science, MESA (Mathematics, Engineering, Science Achievement), Engineering Design, and Exploratory Technology, a revised course, which was previously woodshop, and combines engineering design principles with technology.

Demographic Information:

South Junior High School, located in Anaheim, California, opened its doors in 1964. South Junior High School serves approximately 1,552 students, in which 90% participate in the free and reduced meal program, 26% are English Learners, and 10% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 88% Hispanic, 5% White, 5% Asian, 1% Filipino, 0.2% Pacific Islander, and 2% African American.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	769
Grade 8	789
Total Enrollment	1,558

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	3.3
Filipino	1.1
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.2
White	4.5
Two or More Races	0.3
Socioeconomically Disadvantaged	88.7
English Learners	26.3
Students with Disabilities	11
Foster Youth	0.5

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	57	59	60	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	27

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	2	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 2014-15)

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	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

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 2015-16)

Year and month in which data were collected: August 2015

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 in-depth 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 October 2015.

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, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	University of California, Irvine Mathematics Project curriculum and instructional materials were adopted in 2014-15. Additionally, mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course.	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 are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses 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
Science Laboratory Equipment (grades 9-12)	NA		NA

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 September 29, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 29, 2015				
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			Repair to sink in Boys' Locker Room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Several lights replaced in the Multi Purpose Room.
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			Door in Room 218 repaired.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 29, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	27	44	44
Mathematics	16	28	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	752	738	98.1	44	31	22	3
	8	790	764	96.7	41	30	25	4
Male	7		397	52.8	50	29	18	2
	8		386	48.9	48	26	21	4
Female	7		341	45.3	36	33	26	5
	8		378	47.8	34	33	29	4
Black or African American	7		8	1.1	--	--	--	--
	8		6	0.8	--	--	--	--
American Indian or Alaska Native	7		1	0.1	--	--	--	--
	8		1	0.1	--	--	--	--
Asian	7		23	3.1	17	26	39	17
	8		28	3.5	25	14	46	14
Filipino	7		8	1.1	--	--	--	--
	8		10	1.3	--	--	--	--
Hispanic or Latino	7		660	87.8	45	32	20	3
	8		684	86.6	43	30	23	3
Native Hawaiian or Pacific Islander	7		3	0.4	--	--	--	--
	8		2	0.3	--	--	--	--
White	7		32	4.3	41	22	34	3
	8		33	4.2	21	24	45	9
Two or More Races	7		3	0.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	7		665	88.4	46	31	20	3
	8		659	83.4	43	30	23	4
English Learners	7		177	23.5	92	8	1	0
	8		191	24.2	84	14	1	0
Students with Disabilities	7		81	10.8	86	12	1	0
	8		79	10.0	87	10	3	0
Students Receiving Migrant Education Services	7		4	0.5	--	--	--	--
	8		1	0.1	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	752	745	99.1	47	35	14	3
	8	790	777	98.4	60	25	11	3
Male	7		399	53.1	48	35	13	4
	8		390	49.4	61	25	11	3
Female	7		346	46.0	45	35	16	3
	8		387	49.0	60	26	12	2
Black or African American	7		8	1.1	--	--	--	--
	8		6	0.8	--	--	--	--
American Indian or Alaska Native	7		1	0.1	--	--	--	--
	8		1	0.1	--	--	--	--
Asian	7		23	3.1	9	35	26	30
	8		28	3.5	25	32	25	18
Filipino	7		8	1.1	--	--	--	--
	8		10	1.3	--	--	--	--
Hispanic or Latino	7		667	88.7	49	35	14	2
	8		696	88.1	63	25	10	2
Native Hawaiian or Pacific Islander	7		3	0.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		2	0.3	--	--	--	--
White	7		32	4.3	41	38	9	13
	8		34	4.3	38	35	21	6
Two or More Races	7		3	0.4	--	--	--	--
	8		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	7		671	89.2	49	35	13	3
	8		668	84.6	63	24	10	2
English Learners	7		182	24.2	86	14	1	0
	8		201	25.4	92	7	0	0
Students with Disabilities	7		82	10.9	87	13	0	0
	8		80	10.1	91	4	1	1
Students Receiving Migrant Education Services	7		4	0.5	--	--	--	--
	8		1	0.1	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	57	60	48	61	61	56	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	48
Male	50
Female	46
Black or African American	--
American Indian or Alaska Native	--
Asian	73
Filipino	--
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	--
White	78
Two or More Races	--
Socioeconomically Disadvantaged	9
English Learners	10
Students with Disabilities	47
Students Receiving Migrant Education Services	--
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	26.90	12.00	1.90

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	10.95	9.60	10.30	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.30	0.00	0.00	0.20	0.13	0.02	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	64	43	2	22	26	71	1	23	32	58	2
Mathematics	22	14	57		25	6	57		27	7	45	5
Science	23	12	54		26	4	64		29	4	47	9
Social Science	24	12	54	3	24	6	60		28	1	50	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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	603
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,661	\$3,080	\$6,581	\$88,259
District	N/A	N/A	\$7,743	\$88,375
Percent Difference: School Site and District	N/A	N/A	-15.0	-0.1
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	23.1	17.8

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,618	\$44,363
Mid-Range Teacher Salary	\$88,470	\$71,768
Highest Teacher Salary	\$101,623	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$126,979	\$121,276
Average Principal Salary (High)	\$133,651	\$133,673
Superintendent Salary	\$245,000	\$210,998
Percent of Budget for Teacher Salaries	41%	36%
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 (Most Recent Three Years)

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.