

South Junior High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

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	Enrique Romero
E-mail Address	romero_e@auhsd.us
Web Site	http://south.auhsd.us/
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 (School Year 2016-17)

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, and 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 1,542 students, in which 86% participate in the free and reduced meal program, and 27% are English Learners. The demographic profile also indicates the following regarding student subgroups: 89% Hispanic, 4% White, 3% Asian, 1% African American, 1% Filipino, 1% Native American/Pacific Islander, and 1% other.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	788
Grade 8	754
Total Enrollment	1,542

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	3.4
Filipino	1.1
Hispanic or Latino	89
Native Hawaiian or Pacific Islander	0.4
White	4.3
Two or More Races	0.3
Socioeconomically Disadvantaged	87.8
English Learners	27.2
Students with Disabilities	11.9
Foster Youth	0.4

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	59	60	62	1250
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	2	0	4	59

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	2	0	4
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 2015-16)

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	98.0	2.0
High-Poverty Schools in District	98.2	1.8
Low-Poverty Schools in District	97.0	3.0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

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 September 2016.

Subject	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 2015-16, 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 information through the Aeries (student information system) Parent Portal.

Completed facility improvements: In 2005-06, a comprehensive modernization and construction program was completed, in which 18 campus buildings were modernized, and 8 new classrooms and 4 new computer labs were added. The administrative building was also expanded.

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 August 22, 2016.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 22, 2016				
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			
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)

Year and month of the most recent FIT report: August 22, 2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	27	29	44	47	44	48
Mathematics	16	17	29	29	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	802	787	98.1	29.8
	8	762	748	98.2	28.6
Male	7	412	401	97.3	22.9
	8	403	397	98.5	24.2
Female	7	390	386	99.0	37.0
	8	359	351	97.8	33.6
Black or African American	7	11	11	100.0	27.3
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	27	27	100.0	59.3
	8	30	29	96.7	44.8
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	709	696	98.2	27.3
	8	676	666	98.5	27.1
Native Hawaiian or Pacific Islander	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
White	7	40	40	100.0	44.7
	8	31	29	93.5	44.8
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	704	691	98.2	26.4
	8	668	656	98.2	27.2
English Learners	7	217	209	96.3	1.0
	8	183	176	96.2	0.6
Students with Disabilities	7	90	89	98.9	4.6
	8	101	96	95.0	2.1
Students Receiving Migrant Education Services	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	803	790	98.4	19.4
	8	763	751	98.4	14.1
Male	7	413	402	97.3	19.4
	8	404	397	98.3	13.1
Female	7	390	388	99.5	19.4
	8	359	354	98.6	15.3
Black or African American	7	11	11	100.0	27.3
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	27	27	100.0	63.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	31	30	96.8	36.7
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	710	699	98.5	17.1
	8	676	668	98.8	12.6
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	40	40	100.0	27.5
	8	31	29	93.5	20.7
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	705	694	98.4	17.3
	8	668	658	98.5	12.2
English Learners	7	218	213	97.7	2.4
	8	184	179	97.3	
Students with Disabilities	7	90	89	98.9	4.5
	8	102	98	96.1	
Students Receiving Migrant Education Services	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	60	48	40	61	56	51	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	764	751	98.3	39.7
Male	404	398	98.5	41.0
Female	360	353	98.1	38.2
Asian	31	30	96.8	70.0
Hispanic or Latino	677	668	98.7	37.1
White	31	29	93.6	58.6
Socioeconomically Disadvantaged	669	660	98.7	38.2
English Learners	185	178	96.2	7.3
Students with Disabilities	102	98	96.1	13.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	54.81
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.1	12.8	0.5

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 (School Year 2016-17)

South Junior High School provides the following parent involvement opportunities:

Monthly Parent Support 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 (student information system) Parent Portal Training
- Family Fun Night and Cultural Potluck
- Academic and Behavioral Interventions and Bullying
- Drug Prevention
- Breakout sessions on 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

- 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, 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 Single Plan for Student Achievement (aka School Plan)

Counselor/Parent Meetings (for struggling students)

Family Support Services (provided by Disciplina Positiva)

- Building strong, healthy relationships with children
- Strategies for effective communication

Other Involvement Opportunities

- 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, BlackBoard Connect, and our website. For more information, contact our Family and Community Engagement Specialist at 714-999-3667.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate							11.40	11.50	10.70
Graduation Rate							80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.6	10.3	9.8	5.4	5.4	5.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

School Safety Plans are reviewed and updated on an annual basis. Input is gathered from staff, students and community resource groups along with the School Site Council in order to determine any needed changes. The South Junior High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. 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.

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.

Federal Intervention Program (School Year 2016-17)

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	13
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 (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	22	26	71	1	23	32	58	2	23	32	58	2
Mathematics	25	6	57		27	7	45	5	27	7	45	5
Science	26	4	64		29	4	47	9	29	4	47	9
Social Science	24	6	60		28	1	50	3	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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	514
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.05	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1.2	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,709	\$3,721	\$6,988	\$92,106
District	N/A	N/A	\$8,344	\$90,749
Percent Difference: School Site and District	N/A	N/A	-16.3	1.5
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	23.1	18.4

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

Types of Services Funded (Fiscal Year 2015-16)

South Junior High School receives federal supplemental Title I funding and Local Control Funding Formula (LCFF) funding, which support some of the following:

- Translator
- Family and Community Engagement (FACE) specialist
- Professional Development for staff
- Technology to support 21st century learning skills
- Supplemental library materials
- Intensive reading intervention programs
- After School Tutoring

Supplemental programs and services also include a Multi-Tiered System of Support Specialist, who connects struggling students with interventions to help support successful academic outcomes.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,833	\$46,184
Mid-Range Teacher Salary	\$90,682	\$75,179
Highest Teacher Salary	\$104,163	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,509	\$124,243
Average Principal Salary (High)	\$138,901	\$137,939
Superintendent Salary	\$225,500	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
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/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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.