

# Ball 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	
<b>School Name</b>	Ball Junior High
<b>Street</b>	1500 West Ball Road
<b>City, State, Zip</b>	Anaheim, CA 92802-1626
<b>Phone Number</b>	(714) 999-3663
<b>Principal</b>	Karen Dabney, Ed.D.
<b>E-mail Address</b>	dabney_k@auhsd.us
<b>Web Site</b>	<a href="http://www.auhsd.us/ball">www.auhsd.us/ball</a>
<b>CDS Code</b>	30664316061683

District Contact Information	
<b>District Name</b>	Anaheim Union High School District
<b>Phone Number</b>	(714) 999-3511
<b>Superintendent</b>	Michael B. Matsuda
<b>E-mail Address</b>	<a href="mailto:webmaster@auhsd.us">webmaster@auhsd.us</a>
<b>Web Site</b>	<a href="http://www.auhsd.us">www.auhsd.us</a>

## School Description and Mission Statement (Most Recent Year)

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### Vision Statement

Ball Junior High School, through a partnership with staff, students, parents, and community will provide a safe, welcoming, well-rounded, and rigorous academic environment that promotes 21st Century necessities. As society is ever-changing, Ball Junior High School staff members are committed to adapting their use of instructional strategies to meet the academic, social, and behavioral needs of our students, so that they embark upon a path that leads to college, career and lifelong success.

### Mission Statement

Ball Junior High School is committed to provide all students with an academic and social environment that promotes:

- An engaging, enriching, and rigorous setting that emphasizes 21st Century skills development, such as, collaboration, critical thinking, creativity, and communication.
- A safe, caring, friendly, and positive academic atmosphere where mutual respect is given to all stakeholders.
- A professional learning community where staff, parents, and students work together as a team to meet the ever-changing demands of society and the 21st Century.

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

Grade Level	Number of Students
Grade 7	545
Grade 8	562
Total Enrollment	1,107

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.6
Asian	8.0
Filipino	1.9
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	1.0
White	7.3
Two or More Races	0.4
Socioeconomically Disadvantaged	88.8
English Learners	28.0
Students with Disabilities	13.9

## 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	48	52	49	1327
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

### 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	1
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

Instructional materials for any class are available for review by students and parents in the Ball Junior High School Media Center. Textbooks for core academic classes are purchased and adopted through the State and District adoption cycles. 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. Parents can contact the Administration and/or teacher directly with questions about any instructional materials or the availability of textbooks.

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
<b>Reading/Language Arts</b>	English textbooks were adopted at the end of 2008-09 school year. All students currently have access to a textbook at school and at home.	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	Science textbooks were adopted in 2006-07 There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student	Yes	0
<b>Foreign Language</b>	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
<b>Visual and Performing Arts</b>	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)

Ball Junior High School is a comprehensive middle school established in 1962. The 24 acre site included 40 regular classrooms and 4 portable classrooms. There are 15 labs, which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.). The site also includes a cafeteria, a media center, a gym, and a variety of sports fields.

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 October 21, 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: October 21, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: October 21, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[ ]	[X]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[ ]	[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
<b>Science (grades 5, 8, and 10)</b>	59	63	53	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	53
Male	57
Female	48
Black or African American	60
American Indian or Alaska Native	
Asian	86
Filipino	
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	
White	60
Two or More Races	
Socioeconomically Disadvantaged	51
English Learners	19
Students with Disabilities	25
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	38	41	42	49	54	52	54	56	55
Mathematics	26	30	31	35	37	35	49	50	50
History-Social Science	38	39	39	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	3
Similar Schools	2	2	6

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	-8	17	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-15	18	21
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-9	20	18
English Learners	-47	14	-13
Students with Disabilities	-13	89	56

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	19.9	33.5	33.1

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)

Ball Junior High School's Parent Teacher Student Association (PTSA) is very active. We encourage parents to be directly involved at the school site to contact us regarding: joining PTSA, supervising lunch time, supervising school dances, chaperoning field trips, assisting with music concerts, assisting classroom teachers with special projects, helping with registration in the fall, helping with the 8th grade party and assisting with other activities as needed. In addition, parents serve on the following committees which meet regularly throughout the year: School Site Council, Title I, English Learners Advisory Council, and the Superintendent's Advisory Council. Through our school's community liaison and Title I, we provide training and support to parents interested in helping their student continue their education beyond high school. We also offer adult ESL courses for our parents to help them with learning English. At Ball Junior High School, we encourage all parents to be involved with their children's education. We thank you in advance for your support and promise to do all we can to help you and your student have a great educational experience.

## 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
<b>Suspensions</b>	0.5	12.1	11.6	3.2	5.8	5.4	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.2	0.1	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)

School Safety Plans are reviewed 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 Ball Junior High School Safety Plan is implemented by the school staff members. No less than 4 safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. The School safety Plan was last updated in March 2014.

## 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
<b>Made AYP Overall</b>		
<b>Met Participation Rate: English-Language Arts</b>		
<b>Met Participation Rate: Mathematics</b>		
<b>Met Percent Proficient: English-Language Arts</b>		
<b>Met Percent Proficient: Mathematics</b>		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2008-2009	2008-2009
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	---	14
<b>Percent of Schools Currently in Program Improvement</b>	---	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	30.8	13	7	26	28	16	11	26	29	12	10	28
Mathematics	34	8	6	26	27	9	14	20	27	11	15	15
Science	36.9	1	2	29	32	6	2	26	31	6	3	26
Social Science	35.9	3	2	30	31	5	10	22	33	6	1	27

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	554
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	\$8,977	\$2,363	\$6,614	\$86,891
District	---	---	\$1,852	\$85,155
Percent Difference: School Site and District	---	---	257.1	2.0
State	---	---	\$4,690	\$72,276
Percent Difference: School Site and State	---	---	41.0	20.2

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

### Types of Services Funded (Fiscal Year 2013-14)

Ball Junior High School students can access academic assistance through Home Work Help Shop (an academic intervention program), the after-school homework completion program (ZAP), and ELD tutorials that are funded by Title I and EIA-LEP. Additionally, strategic reading interventions are provided to students that are identified through multiple measures, including CST testing. These strategic classes are funded by Title I. Additional instructional assistance and teachers are provided in the areas of reading, math, and ELD are funded through Title I, Title III, and EIA-LEP. \*Qualifying Ball 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.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

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

Teachers 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. At Ball Junior High School, every Thursday is a late-start day, where teachers collaborate with one another to refine curriculum and instruction. Departments have created common assessments that are frequently given to their students. At the collaborative meetings, teachers review the data from these assessments, discuss best instructional practices, and strategize on how to help those students who struggle. Ball Junior High School also utilizes Thursday late-start days to offer professional development based on the needs of specific staff members. Regularly scheduled "Learning Walks" also occur on the Ball Junior High School campus, providing teachers and administrators a means of engaging in meaningful dialouge about curriculum and instruction. Learning Walks also help staff to identify additional areas of need for upcoming professional development.