

# Ball Junior High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Ball Junior High School
<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://ball.auhsd.us/">http://ball.auhsd.us/</a>
<b>CDS Code</b>	30664316061683

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 2018-19)

### Vision Statement:

Ball Junior High School is an inclusive community of students, educators, and families who are committed and involved. Together we forge a path toward college and career readiness through meaningful learning experiences. Our goal is to promote creativity, collaboration, critical thinking, character, and communication skills that prepare our students for lifelong success in a global society.

### Mission Statement:

Ball Junior High School is committed to providing all students with:

- Engaging, enriching, and rigorous learning experiences that emphasize 21st Century skills.
- A safe, caring, and positive academic atmosphere founded on mutual respect for all stakeholders.
- A staff that is committed to working with students and family members to help build the necessary social and academic skills to ensure students are college and career ready.

### Highlights:

Ball Junior High School offers the following courses, which ultimately support students in completing University of California A-G requirements: Math 1, Math 2; Spanish 1 and Spanish 1 for Spanish Speakers. Ball Junior High School also has an award-winning Visual and Performing Arts program (Art 1, Art 2, Drama, Band [beginning, intermediate, advanced, and jazz], and choir [beginning, intermediate, and advanced]). We also have a thriving AVID, MESA and intramural sports program. Ball Junior High School offers inclusion classes (co-taught) in English, math, science, ELD 1 and ELD 2, and history for our English Language Learners. We also offer AVID Excel 7/8 as an additional academic support for English Learners.

Ball Junior High School staff have made a conscious effort to focus on the development of the 5Cs (Creativity, Critical Thinking, Communication, Collaboration, and Citizenship) in the classroom, and increase student engagement through the use of the District's First Best Instruction (FBI) placemat when planning lessons. Our teachers have increased collaboration time in their own departments and with other departments in all subject areas. One-hundred percent of our teachers have been trained in Capturing Kids Hearts, and as a result of that training, staff have committed to knowing the name, face, and story of each student, greeting students at the door daily, developing a social contract with all classes, using positive affirmations, and focusing on emphasizing kindness and compassion to create safe spaces for students to learn. This year, we have successfully implemented an advisory period for all students and teachers. This has provided additional time to support students' academic and social-emotional needs. Additionally, it provides multiple opportunities for staff to build deeper connections and to have students connect more with one another.

Ball Junior High School offers daily tutoring before and after school to help students who are struggling academically. This is in addition to the after-school hours that individual teachers are available to students who need assistance. There is also help that is provided weekly during students' advisory period. We have also partnered with Imagine Science to offer robotics classes and STEM classes after school. Additionally, Ball Junior High School offers Saturday Academy enrichment courses on a monthly basis.

### Demographic Information:

Ball Junior High School, located in Anaheim, California, serves 1,037 students, in which 89.5% participate in the free and reduced meal program, 27% are designated as English Learners, and 12% are Students With Disabilities. The demographic profile also indicates the following regarding student subgroups: 81% Hispanic; 7% White; 6% Asian; 2.59% Filipino, 2% African American, 1.5% Pacific Islander, and .5% Mixed Race/Multiracial.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	464
Grade 8	541
<b>Total Enrollment</b>	<b>1,005</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.1
Asian	7.5
Filipino	2.6
Hispanic or Latino	80.4
Native Hawaiian or Pacific Islander	1.4
White	1.9
Socioeconomically Disadvantaged	88.4
English Learners	30.0
Students with Disabilities	12.9
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	40	41	38	1199
Without Full Credential	1	0	1	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	6	146

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>1</b>

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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: July 2018

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.

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	Mathematics textbooks, by Carnegie Learning, were adopted in 2018-19. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19. 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 2016-17, and supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2016-17. There is one textbook available per student.	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)

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 November 20, 2018.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>		
Year and month of the most recent FIT report: November 20, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Roof leaks at various locations. Deficiencies are included in the ongoing District Project List.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: November 20, 2018	
Overall Rating	Exemplary

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	28.0	25.0	46.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	17.0	16.0	28.0	27.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1010	987	97.72	25.43
Male	500	489	97.80	20.41
Female	510	498	97.65	30.36
Black or African American	23	22	95.65	18.18
Asian	78	76	97.44	70.67
Filipino	24	22	91.67	59.09
Hispanic or Latino	808	791	97.90	21.02
Native Hawaiian or Pacific Islander	14	14	100.00	21.43
White	17	17	100.00	17.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	924	901	97.51	23.49
English Learners	520	504	96.92	10.58
Students with Disabilities	136	125	91.91	4.07
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,011	997	98.62	16.25
Male	500	492	98.4	15.24
Female	511	505	98.83	17.23
Black or African American	23	22	95.65	9.09
Asian	78	77	98.72	64.94
Filipino	24	24	100	41.67
Hispanic or Latino	809	798	98.64	11.28
Native Hawaiian or Pacific Islander	14	14	100	21.43
White	17	17	100	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	924	911	98.59	14.6
English Learners	520	513	98.65	7.6
Students with Disabilities	136	128	94.12	3.91
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	27.5	26.3	25.2

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Ball Junior High School's Parent Teacher Student Association (PTSA) is very active. We encourage parents to be directly involved at the school as parent ambassadors who assist with crosswalk and campus safety, 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 that meet regularly throughout the year: School Site Council, Title I, English Learners Advisory Committee (ELAC), and the District English Learners Advisory Committee (DELAC). Parents are also able to serve on the Superintendent's Advisory Council and be a part of the AUHSD Parent Leadership Academy. Through our school's FACES and Title I, we provide training and support to parents interested in helping their students continue their education beyond high school. We also offer adult ESL courses for our parents in the evenings and provide babysitting.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	12.4	14.0	10.7	5.6	5.8	4.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

School Safety Plans are reviewed, discussed, 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 Anaheim 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.



**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	17	10	23	25.0	17	7	25	28.0	13	4	24
Mathematics	31.0	6		27	31.0	5		28	30.0	5	8	20
Science	32.0	6	3	26	30.0	4	15	15	32.0	4	3	24
Social Science	29.0	7	10	19	28.0	8	10	19	31.0	6	4	23

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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	479
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	0.5	N/A
Social Worker	0.05	N/A
Nurse	0.17	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0	N/A
Other	1.67	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,857	\$3,155	\$8,703	\$94,745
District	N/A	N/A	\$8,163	\$94,805
Percent Difference: School Site and District	N/A	N/A	6.4	1.7
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	27.9	13.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Ball Junior High School students can access free academic assistance through Home Work Help Shop (an academic intervention program) both before and after school. Additionally, Ball Junior High School offers Saturday Academy enrichment classes on a monthly basis.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,328	\$50,747
Mid-Range Teacher Salary	\$93,402	\$86,127
Highest Teacher Salary	\$110,430	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$137,581	\$136,636
Average Principal Salary (High)	\$152,510	\$150,286
Superintendent Salary	\$260,000	\$238,058
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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)**

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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. 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. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Anaheim High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.