

Walker 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	Walker Junior High School
Street	8132 Walker Street
City, State, Zip	La Palma, CA 90623-2049
Phone Number	(714) 220-4051
Principal	Kirsten Levitin, Ed.D.
E-mail Address	levitin_k@auhsd.us
Web Site	http://walkerjhs.org
Grades Served	7-8
CDS Code	30664316058903

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)

Mission Statement:

The mission of Walker Junior High School is to provide rigorous programs and curricula, in which our students are challenged to meet high levels of academic achievement. Students will become compassionate life-long learners as they develop a greater sense of their role in the global community. Walker will provide a comprehensive system of support services that will ensure that all students learn.

General Information:

Walker Junior High School is a two-year junior high school that offers seven class periods per day. Seven periods allows students to have two elective classes. As a result, in addition to a strong and rigorous core program, students have the opportunity to experience band, theatre, choir, art, Spanish, home economics, woodshop, computers, multi-media, STEAM, school newspaper, yearbook, and speech. We believe in exposing students to a variety of electives so that they can experience an array of offerings and see if there are particular pathways they are interested in following in high school. Our core classes teach the content standards through literacy and collaboration, communication, creativity and critical thinking. We strive to teach our students 21st century skills, so they are prepared to succeed in high school, college and in their careers.

Highlights:

At Walker Junior High School, its STEAM Academy was recognized as a Gold Ribbon model program in 2015. According to Principal Dr. Kirsten Levitin, the STEAM Academy, which is in its second year, focuses on several STEAM-centric learning opportunities, including computer programming through the lens of video game development, electronics, and microcontroller programming culminating in robotics work.

Demographic Information:

Walker Junior High School, located in La Palma, California, serves 1,112 students, in which 11% are English Learners, and 9% are Students with Disabilities. The demographic profile also indicates the following regarding student subgroups: 39% Hispanic, 20% White, 21% Asian, 4% African American, 10% Filipino, and 5% indicate multiple ethnic groups.

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

Grade Level	Number of Students
Grade 7	574
Grade 8	576
Total Enrollment	1,150

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.3
Asian	20.7
Filipino	9.1
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	1
White	19
Two or More Races	3.8
Socioeconomically Disadvantaged	50
English Learners	9.7
Students with Disabilities	8.7
Foster Youth	0.3

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	43	44	44	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	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	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 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)

Walker Junior High School opened in 1959. The 27 acre site includes 26 regular classrooms and a number of portable classroom buildings. There are 18 labs, which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.) The site also includes a cafeteria, a library, 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 5, 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: October 5, 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		Repairs to Room 15: Damaged wall under fire extinguisher box repaired; loose ceiling tiles repaired. Repairs to sinks in Room 37 and Room 30.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Repair to power outlet on table counter in Room 30. Two lights in Cafeteria replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Repair to sink in restroom in Nurse's Office. Light cover in Men's Faculty restroom by Room 42 installed.
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 in which data were collected: October 5, 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	54	44	44
Mathematics	39	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	573	564	98.4	23	25	37	15
	8	585	581	99.3	17	26	42	15
Male	7		293	51.1	27	27	34	12
	8		290	49.6	22	27	35	15
Female	7		271	47.3	18	23	39	20
	8		291	49.7	12	25	48	14
Black or African American	7		25	4.4	36	32	28	4
	8		19	3.2	21	21	47	11
American Indian or Alaska Native	7		1	0.2	--	--	--	--
Asian	7		117	20.4	9	17	44	29
	8		120	20.5	9	11	52	28
Filipino	7		48	8.4	10	23	46	21
	8		57	9.7	11	21	44	25
Hispanic or Latino	7		233	40.7	29	29	33	8
	8		257	43.9	23	35	33	8
Native Hawaiian or Pacific Islander	7		7	1.2	--	--	--	--
	8		3	0.5	--	--	--	--
White	7		115	20.1	22	23	37	18
	8		99	16.9	15	25	49	10
Two or More Races	7		18	3.1	39	22	22	17
	8		26	4.4	19	23	46	12

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	7		279	48.7	30	29	32	9
	8		284	48.5	25	31	34	11
English Learners	7		33	5.8	73	18	6	0
	8		53	9.1	53	32	15	0
Students with Disabilities	7		46	8.0	76	15	7	0
	8		55	9.4	73	15	11	2
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	573	562	98.1	29	30	24	17
	8	585	581	99.3	36	26	18	19
Male	7		290	50.6	29	29	24	18
	8		290	49.6	43	23	13	21
Female	7		272	47.5	29	31	24	17
	8		291	49.7	30	30	24	17
Black or African American	7		26	4.5	46	35	15	4
	8		19	3.2	42	37	16	5
American Indian or Alaska Native	7		1	0.2	--	--	--	--
Asian	7		117	20.4	10	21	33	36
	8		120	20.5	10	19	28	43
Filipino	7		48	8.4	15	33	27	25
	8		57	9.7	19	25	30	26
Hispanic or Latino	7		231	40.3	38	34	18	10
	8		257	43.9	53	27	11	9
Native Hawaiian or Pacific Islander	7		7	1.2	--	--	--	--
	8		3	0.5	--	--	--	--
White	7		114	19.9	29	29	27	15
	8		99	16.9	36	30	20	13
Two or More Races	7		18	3.1	50	17	22	11

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		26	4.4	38	23	19	19
Socioeconomically Disadvantaged	7		277	48.3	39	31	19	11
	8		284	48.5	46	26	13	15
English Learners	7		33	5.8	67	30	3	0
	8		53	9.1	77	11	9	2
Students with Disabilities	7		45	7.9	67	31	0	2
	8		55	9.4	82	11	4	4
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)	74	75	74	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	74
Male	73
Female	77
Black or African American	66
Asian	90
Filipino	85
Hispanic or Latino	61
Native Hawaiian or Pacific Islander	--
White	82
Two or More Races	78
Socioeconomically Disadvantaged	39
English Learners	37
Students with Disabilities	66
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	12.80	27.50	44.00

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)

Walker Junior High is a family friendly school. Walker offers parents the opportunity to be involved in a strong PTA, ELAC, and School Site Council, as well as several volunteer opportunities. Walker has an established cohort of skilled volunteers to help with lunchtime activities and supervision on a daily basis. We share a community liaison with Kennedy High School to provide a parent link to the schools. Walker reaches out to 6th grade parents through a 6th grade Walker Showcase. Additionally, Walker utilizes its Counseling Department to reach out to feeder elementary schools, and also reaches out to the elementary schools through selected elective and academic programs. Walker facilitates communication to students and parents in a variety of ways, including home calls, the school website, College/Career Night, Back to School Night/Open House, Career Day, Aeries training, and parent workshops on many topics that are of interest to parents. All parents are encouraged to get involved and volunteer at Walker. We look forward to meeting all of you!

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	7.24	5.82	4.77	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.08	0.00	0.00	0.20	0.13	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

School Safety Plans are reviewed and updated on an annual basis. The Discipline Committee meets monthly to address issues as they arise.

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
First Year of Program Improvement		2008-2009
Year in Program Improvement*		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				Avg. Class Size	2013-14			Avg. Class Size	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	29	11	15	22	29	11	12	23	29	8	12	26		
Mathematics	31	5	10	24	31	3	19	15	31	4	9	24		
Science	33	4	3	27	33	4	4	26	33	4	2	29		
Social Science	31	4	10	22	31	5	11	21	31	4	7	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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	573
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	0	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	\$8,605	\$1,957	\$6,648	\$88,442
District	N/A	N/A	\$7,743	\$88,375
Percent Difference: School Site and District	N/A	N/A	-14.1	0.1
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	24.3	18.1

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

Types of Services Funded (Fiscal Year 2014-15)

Walker has an English Language Learner program that supports 2nd language learners. Walker also has Intensive Reading course for students who are in need of additional reading support within the school day. We have tutoring before school on Tuesdays and Homework Club after school on Thursdays. We have partnered with Kennedy High School across the street and they offer tutoring in their library on Fridays after school.

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)

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 to prepare students with 21st Century college and career skills. Teachers teach the Four C's (communication, collaboration, creativity and critical thinking). Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. All District staff members are supported in their efforts to incorporate literacy and to deliver highly-effective lessons. Teacher collaboration time occurs every Tuesday morning, during late-start days, and is used for professional development activities, which include analyzing student assessment results, refining curriculum, and sharing new instructional strategies to help facilitate the transition to the Common Core State Standards. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. Walker's Lesson Design Specialist, who also teaches at Walker, works with the staff to plan and implement meaningful professional development activities. We conduct several Learning Walks each school year with teachers, parents and our feeder elementary principals. We also have a Response to Intervention and Instruction teacher who works with our students and staff to provide best first instruction. Leadership capacity is being built up through the implementation of teacher led Focus Teams that address a variety of site needs including PBIS, site safety, student monitoring, discipline, fundraising, school spirit, and technology.