

# South Junior High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	South Junior High School
<b>Street</b>	2320 East South Street
<b>City, State, Zip</b>	Anaheim, CA 92806-4540
<b>Phone Number</b>	(714) 999-3667
<b>Principal</b>	Yolanda Mejia
<b>Email Address</b>	mejia_y@auhsd.us
<b>School Website</b>	<a href="https://south.auhsd.us">https://south.auhsd.us</a>
<b>County-District-School (CDS) Code</b>	30664316058887

## 2021-22 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>Email Address</b>	webmaster@auhsd.us
<b>District Website Address</b>	<a href="https://www.auhsd.us">https://www.auhsd.us</a>

## 2021-22 School Overview

### Vision Statement:

WE ARE SOUTH. Together we will be Empowered Learners, Passionate Leaders, Culturally Inclusive, and Emotionally Resilient. WE ARE FAMILY!

### Mission Statement:

Working together as a family to provide an excellent education.

### Highlights:

In 2019 for the second year in a row South Junior High received the Civic Learning Award of Distinction in the program areas of History Department, Science Department, and PBIS Advisory. The school also won the 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 wood-shop, and combines engineering design principles with technology. In 2018, South Junior High School was recognized as California Democracy School.

### Demographic Information:

South Junior High School, located in Anaheim, California, opened its doors in 1964. South Junior High School serves approximately 1,350 students, in which 83.58% participate in the free and reduced meal program, and 38.6% are English Learners. The demographic profile also indicates the following regarding student subgroups: 91.8% Hispanic, 3.1% White, 2.3% Asian, 0.7% African American, 0.2% Filipino, 0.3% Native American/Pacific Islander, 0.7% other and 0.8% Two or More Races.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	690
Grade 8	728
Total Enrollment	1,418

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.2
Asian	2.3
Black or African American	0.9
Filipino	1
Hispanic or Latino	91.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.4
White	3.6
English Learners	34.8
Foster Youth	0.4
Homeless	6.5
Socioeconomically Disadvantaged	92
Students with Disabilities	13

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	47.5	77.6	897.9	74.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.2	2.0	3.0	0.2	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.2	2.1	49.9	4.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	29.5	2.5	12115.8	4.4
<b>Unknown</b>	11.1	18.2	226.0	18.7	18854.3	6.9
<b>Total Teaching Positions</b>	61.1	100.0	1206.4	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	1.2
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.2

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 December 2021.

**Year and month in which the data were collected**

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	Mathematics textbooks, by Houghton Mifflin Harcourt: Into Math for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
<b>Science</b>	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. 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

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.). 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. Additionally, 8 new classrooms and 4 new computer labs were added, and the administrative building was 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 October 27, 2021.

<b>Year and month of the most recent FIT report</b>	October, 2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	X			
<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 Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1426	1271	89.13	10.87	31.98
<b>Female</b>	668	609	91.17	8.83	38.31
<b>Male</b>	758	662	87.34	12.66	26.18
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	35	32	91.43	8.57	59.38
<b>Black or African American</b>	14	13	92.86	7.14	38.46
<b>Filipino</b>	13	13	100	0	84.62
<b>Hispanic or Latino</b>	1297	1153	88.9	11.1	29.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	10	83.33	16.67	--
<b>White</b>	50	46	92	8	43.48
<b>English Learners</b>	481	399	82.95	17.05	5.09
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	182	152	83.52	16.48	28
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1305	1162	89.04	10.96	30.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	190	163	85.79	14.21	7.98

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1426	1256	88.08	11.92	12.63
Female	669	604	90.28	9.72	12.27
Male	757	652	86.13	13.87	12.96
American Indian or Alaska Native	--	--	--	--	--
Asian	35	32	91.43	8.57	37.50
Black or African American	15	13	86.67	13.33	7.69
Filipino	13	13	100.00	0.00	15.38
Hispanic or Latino	1296	1137	87.73	12.27	11.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	50	47	94.00	6.00	19.15
English Learners	481	391	81.29	18.71	0.51
Foster Youth	--	--	--	--	--
Homeless	180	152	84.44	15.56	14.47
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1305	1146	87.82	12.18	11.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	191	158	82.72	17.28	5.10

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	13.10	N/A	28.33	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	727	648	89.13	10.87	13.10
<b>Female</b>	349	314	89.97	10.03	12.50
<b>Male</b>	378	334	88.36	11.64	13.68
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	21	21	100.00	0.00	38.10
<b>Black or African American</b>	12	10	83.33	16.67	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	657	584	88.89	11.11	12.80
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	22	19	86.36	13.64	5.26
<b>English Learners</b>	220	182	82.73	17.27	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	58	46	79.31	20.69	17.39
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	657	582	88.58	11.42	12.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	97	82	84.54	15.46	1.22

## B. Pupil Outcomes

## 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 area of physical education.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

### 2021-22 Opportunities for Parental Involvement

South Junior High School provides the following parent involvement opportunities:

#### Coffee with the Principal

- 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 on school expenditures
- Parents are given the opportunity to look at and agree upon the School Plan for Student Achievement (aka School Plan)

#### Counselor/Parent Meetings (for struggling students)

#### Family Support Services

- Building strong, healthy relationships with children
- Strategies for effective communication
- On site Social Worker

#### Other Involvement Opportunities

- Parent Leadership Academy
- 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, Aeries, social media

## 2021-22 Opportunities for Parental Involvement

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1446	1437	224	15.6
Female	678	673	87	12.9
Male	768	764	137	17.9
American Indian or Alaska Native	4	4	2	50.0
Asian	35	35	1	2.9
Black or African American	15	14	1	7.1
Filipino	14	14	0	0.0
Hispanic or Latino	1315	1307	212	16.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	5	5	0	0.0
White	51	51	8	15.7
English Learners	507	504	106	21.0
Foster Youth	8	8	2	25.0
Homeless	93	93	25	26.9
Socioeconomically Disadvantaged	1361	1353	220	16.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	202	198	48	24.2

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	4.05	0.00	3.13	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.78	1.86	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

South Jr. High School's safety plan includes what staff, students, teachers, and administration should do in the event of a natural disaster or emergency. Currently, we meet as a team once a month to discuss issues that we face here at South. On our team is an administrator, teachers, the health clerk, a parent and a student. These are the dates that we conducted these drills: 9/14/21, 10/21/21, 11/5/21, 1/20/22, 3/4/22, and 3/10/22. Due to COVID 19, the revised plan will be emailed to staff when we return in January. District guidelines will also be sent out to ALL staff members and teachers concerning these modifications and expectations. The school safety plan was last approved by the School Site Council Tuesday, January 26th, 2021.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	23	17	33
Mathematics	29	8	20	25
Science	32	5	9	42
Social Science	34		11	33

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	22	13	36
Mathematics	29	9	22	23
Science	30	8	9	34
Social Science	32	3	13	31



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	22	24	24
Mathematics	31	11	27	17
Science	29	10	15	27
Social Science	30	7	9	30

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	709

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$13,486	\$4,148	\$9,337	\$92,927
<b>District</b>	N/A	N/A	\$10,336	\$97,540
<b>Percent Difference - School Site and District</b>	N/A	N/A	-10.2	-4.8
<b>State</b>			\$8,444	\$92,222
<b>Percent Difference - School Site and State</b>	N/A	N/A	10.0	0.8

## 2020-21 Types of Services Funded

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

- Translator
- Social Worker
- Family and Community Engagement (FACE) specialist
- Additional faculty
- Professional development for staff
- Technology to support 21st century learning skills
- Supplemental library materials
- 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,748	\$54,687
<b>Mid-Range Teacher Salary</b>	\$95,987	\$92,222
<b>Highest Teacher Salary</b>	\$113,485	\$114,208
<b>Average Principal Salary (Elementary)</b>	\$143,647	\$143,647
<b>Average Principal Salary (Middle)</b>	\$143,647	\$145,785
<b>Average Principal Salary (High)</b>	\$156,132	\$162,322
<b>Superintendent Salary</b>	\$267,196	\$258,950
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## 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. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction 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, South Junior High School has weekly professional development opportunities on Thursday'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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	6

# Anaheim Union High School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 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>Email Address</b>	webmaster@auhsd.us
<b>District Website Address</b>	<a href="https://www.auhsd.us">https://www.auhsd.us</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	14162	11693	82.57	17.43	49.54
<b>Female</b>	6805	5827	85.63	14.37	54.90
<b>Male</b>	7356	5866	79.74	20.26	44.20
<b>American Indian or Alaska Native</b>	26	24	92.31	7.69	29.17
<b>Asian</b>	1936	1831	94.58	5.42	83.17
<b>Black or African American</b>	283	220	77.74	22.26	45.79
<b>Filipino</b>	526	487	92.59	7.41	76.45
<b>Hispanic or Latino</b>	9759	7855	80.49	19.51	38.56
<b>Native Hawaiian or Pacific Islander</b>	63	48	76.19	23.81	50.00
<b>Two or More Races</b>	357	281	78.71	21.29	61.96
<b>White</b>	1212	947	78.14	21.86	58.06
<b>English Learners</b>	2903	2121	73.06	26.94	5.28
<b>Foster Youth</b>	92	59	64.13	35.87	18.97
<b>Homeless</b>	1916	1424	74.32	25.68	33.63
<b>Military</b>	38	30	78.95	21.05	66.67
<b>Socioeconomically Disadvantaged</b>	11255	9181	81.57	18.43	43.05
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1812	1120	61.81	38.19	10.47

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14161	11490	81.14	18.86	29.66
Female	6805	5734	84.26	15.74	29.61
Male	7355	5756	78.26	21.74	29.72
American Indian or Alaska Native	26	24	92.31	7.69	25.00
Asian	1936	1820	94.01	5.99	75.30
Black or African American	284	223	78.52	21.48	21.72
Filipino	526	478	90.87	9.13	54.76
Hispanic or Latino	9757	7676	78.67	21.33	16.38
Native Hawaiian or Pacific Islander	63	44	69.84	30.16	20.45
Two or More Races	357	271	75.91	24.09	42.22
White	1212	954	78.71		34.04
English Learners	2902	2048	70.57	29.43	3.29
Foster Youth	92	64	69.57	30.43	9.84
Homeless	1914	1376	71.89	28.11	15.56
Military	38	28	73.68	26.32	46.43
Socioeconomically Disadvantaged	11254	9003	80.00	20.00	22.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1812	1090	60.15	39.85	4.82

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.