

South Junior High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2022-23 School Contact Information

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

2022-23 District Contact Information

District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website Address	https://www.auhsd.us

2022-23 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 2021, South Junior High School received the Peer Assistance Leadership (PAL) Outstanding Advisor award for demonstrating excellence in building a positive school climate through students leadership, mentoring, conflict resolution, service learning, and prevention activities. Another teacher won the California Council for the Social Studies (CCSS) Roy Erickson Civic Leadership Award which reflects the goals and purposes of an exemplary social studies education. Students at South continue to receive an excellent education through the 5Cs: Communication, Collaboration, Creativity, Critical Thinking and Character daily as well as a nurturing environment through our Community School program. In 2020, South was awarded the Civic Learning Award of Excellence. 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." 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 1,329 students, in which 92% participate in the free and reduced meal program, and 34.8% are English Learners. The demographic profile also indicates the following regarding student subgroups: 91.72% Hispanic, 3.16% White, 2.41% Asian, 0.68% African American, 0.68% Filipino, 0.3% Native American, 0.15% Pacific Islander, and 0.68% Multiple/No Response.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	655
Grade 8	674
Total Enrollment	1,329

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.7
American Indian or Alaska Native	0.3
Asian	2.4
Black or African American	0.7
Filipino	0.7
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
White	3.2
English Learners	38.7
Foster Youth	0.5
Homeless	4.5
Migrant	0.0
Socioeconomically Disadvantaged	85.9
Students with Disabilities	14.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.50	77.64	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	1.20	2.04	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	2.09	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown	11.10	18.19	226.00	18.73	18854.30	6.86
Total Teaching Positions	61.10	100.00	1206.40	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 September 14, 2022.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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 Houghton Mifflin Harcourt: Into Math for 7th & 8th grades. 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, by Houghton Mifflin Harcourt: Science Dimensions was adopted in 2018-19 for 7th & 8th grades. There is one textbook available per student.	Yes	0
History-Social Science	History-Social Science textbooks, 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. Textbooks were adopted in 2018-19 and 2019-20. 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, Houghton Mifflin Harcourt-Avancemos. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks, McGraw Hill-Teen Health for 7th & 8th graders. 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
Science Laboratory Equipment (grades 9-12)	NA		NA

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 September 26, 2022.

Year and month of the most recent FIT report

September, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	25	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	8	N/A	23	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1333	1311	98.35	1.65	25.17
Female	614	604	98.37	1.63	29.14
Male	717	705	98.33	1.67	21.56
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	34	34	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1218	1197	98.28	1.72	23.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	33.33
White	49	48	97.96	2.04	25.00
English Learners	481	473	98.34	1.66	3.38
Foster Youth	--	--	--	--	--
Homeless	76	70	92.11	7.89	17.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1151	1133	98.44	1.56	22.59
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	198	194	97.98	2.02	7.73

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1332	1307	98.12	1.88	8.04
Female	614	604	98.37	1.63	6.80
Male	716	701	97.91	2.09	8.99
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	34	34	100.00	0.00	17.65
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1217	1194	98.11	1.89	7.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	0.00
White	49	48	97.96	2.04	12.50
English Learners	480	469	97.71	2.29	1.07
Foster Youth	--	--	--	--	--
Homeless	76	70	92.11	7.89	2.86
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1150	1129	98.17	1.83	7.71
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	198	191	96.46	3.54	4.19

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	13.1	12.52	28.33	28.29	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	676	663	98.08	1.92	12.52
Female	310	306	98.71	1.29	11.76
Male	365	356	97.53	2.47	13.2
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100	0	25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	618	605	97.9	2.1	11.4
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100	0	20
English Learners	223	217	97.31	2.69	0.46
Foster Youth	--	--	--	--	--
Homeless	64	60	93.75	6.25	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	582	570	97.94	2.06	11.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	85	95.51	4.49	5.88

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92%	99%	99%	99%	23%

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.

2022-23 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 Single Plan for Student Achievement

Family Support Services

- -Full-time Family and Community Engagement Specialist (FACES)
- Community School Coordinator
- Full-time Social Worker
- Full-time Translator (Spanish)
- Community Liaison

Other Involvement Opportunities

- Parent Leadership Academy
- Parent Learning Walk
- Ready Set Go!
- Positive Discipline/Disciplina Positiva
- Open House
- Back to School Night
- PTSA
- ELAC

2022-23 Opportunities for Parental Involvement

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1398	1378	398	28.9
Female	646	637	188	29.5
Male	750	739	209	28.3
American Indian or Alaska Native	0	0	0	0.0
Asian	35	35	6	17.1
Black or African American	10	9	2	22.2
Filipino	9	9	1	11.1
Hispanic or Latino	1277	1258	367	29.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	11	11	5	45.5
White	49	49	14	28.6
English Learners	544	539	178	33.0
Foster Youth	15	13	6	46.2
Homeless	79	79	40	50.6
Socioeconomically Disadvantaged	1231	1218	362	29.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	217	214	86	40.2

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.78	1.86	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.51	0.00	2.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.51	0.00
Female	3.10	0.00
Male	5.73	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.86	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	6.12	0.00
English Learners	6.25	0.00
Foster Youth	20.00	0.00
Homeless	7.59	0.00
Socioeconomically Disadvantaged	4.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.83	0.00

2022-23 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, the team meet 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 safety drills: 9/15/22, 10/20/22, 11/17/22, 1/19/23, 3/2/23, and 3/23/23. 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 31st, 2023.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	23	20	46	1
Mathematics	26	8	41	3
Science	25	9	37	6
Social Science	28	4	42	3

2021-22 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	443

2021-22 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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	\$14,506	\$5,740	\$8,766	\$95,493
District	N/A	N/A	10,543	\$98,524
Percent Difference - School Site and District	N/A	N/A	-18.4	-3.1
State	N/A	N/A	\$6,594	\$85,856
Percent Difference - School Site and State	N/A	N/A	28.3	10.6

2021-22 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
- Community Liaison
- Family and Community Engagement Specialist
- Lesson Design Coach
- Title I Coordinator
- Additional faculty
- Professional development for staff
- Technology to support 21st century learning skills
- Supplemental instructional 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,602	\$55,947
Mid-Range Teacher Salary	\$93,635	\$90,080
Highest Teacher Salary	\$119,824	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$144,438	\$146,364
Average Principal Salary (High)	\$156,492	\$164,633
Superintendent Salary	\$284,644	\$261,984
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	10