

# South Junior High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 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

## 2023-24 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</b>	<a href="https://www.auhsd.us">https://www.auhsd.us</a>

## 2023-24 School Description and Mission Statement

### 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:

South Junior High School offers a variety of educational opportunities, with a focus on 21st-century skills. A project-based learning (PBL) program in science, technology, engineering, arts, and mathematics has been developed through the creation and redesign of enriching electives. The program is project-driven and dependent on student skill development in critical thinking, collaboration, creativity, and communication. South's educational program focuses on real-world connections, is student-driven, and includes multifaceted assessment, and structured collaboration for students. The goal is to produce targeted learning capacities in all students. South students will be effective communicators, critical thinkers, digital-age learners, civic-minded citizens, dynamic innovators, and resilient self-advocators.

South Junior High School has Career Technical Education (CTE) course offerings that lead to pathways at the high school level, such as business technology, wood manufacturing, computer-aided drafting, photography, digital animation, and multimedia design. South Junior High School offers the following support programs to help students become proficient academicians: English Language Arts (ELA) and mathematics support classes, and Advancement Via Individual Determination (AVID), DLI and Capstone focusing on the 5Cs. After-school tutoring services are provided for all students by college tutors and staff.

More than 50% of South Junior High School students participate in positive after-school activities, such as intramural sports, the Anaheim Achieves program, and after-school tutoring. Parent Nights, Parent Greeter Program, and Friday coffee with the principal /AP/Counselors are ongoing. Community Volunteer Committee meetings are held every other week.

## 2023-24 School Description and Mission Statement

In 2021, South Junior High School garnered prestigious accolades, underscoring their commitment to excellence and positive school culture. South proudly received the Peer Assistance Leadership (PAL) Outstanding Advisor award, celebrating outstanding achievements in fostering a harmonious school environment through student leadership, mentoring, conflict resolution, service learning, and preventive initiatives. Additionally, one of the esteemed educators earned the California Council for the Social Studies (CCSS) Roy Erickson Civic Leadership Award, a testament to teachers dedication to providing an exemplary social studies education.

South continues to empower students with a top-tier education, instilling the vital 5Cs—Communication, Collaboration, Creativity, Critical Thinking, and Character—into their daily learning experiences. Teachers commitment to creating a nurturing atmosphere is further exemplified through the Community School program.

In recognition of unwavering commitment to civic education, South Junior High School was honored with the Civic Learning Award of Excellence in 2020. This award highlights teachers' dedication to preparing students to be informed and engaged citizens. Furthermore, in 2015, the school achieved the esteemed Gold Ribbon designation, a testament to the excellence of our STEAM (Science, Technology, Engineering, Arts, Mathematics) program, seamlessly integrated into the daily curriculum.

### Demographic Information:

South Junior High School, located in Anaheim, California, opened its doors in 1964. South Junior High School serves approximately 1,297 students, in which 91.6% participate in the free and reduced meal program, and 33.2% are English Learners. The demographic profile also indicates the following regarding student subgroups: 90.75% Hispanic, 3.39% White, 2.78% Asian, 1.39% African American, 0.31% Filipino, 0.08% Native American, 0.15% Pacific Islander, and 0.85% Mutiple/No Response.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	646
Grade 8	651
<b>Total Enrollment</b>	<b>1,297</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.3%
American Indian or Alaska Native	0.1%
Asian	2.8%
Black or African American	1.4%
Filipino	0.3%
Hispanic or Latino	90.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.8%
White	3.4%
English Learners	35.2%
Foster Youth	0.4%
Homeless	3%
Socioeconomically Disadvantaged	91.2%
Students with Disabilities	14.3%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	47.50	77.64	897.90	74.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.20	2.04	3.00	0.25	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.20	2.09	49.90	4.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	29.50	2.45	12115.80	4.41
<b>Unknown</b>	11.10	18.19	226.00	18.73	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	53.70	87.28	1094.60	83.18	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.30	0.54	8.50	0.65	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.60	2.69	73.20	5.56	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	1.62	32.80	2.50	11953.10	4.28
<b>Unknown</b>	4.80	7.84	106.80	8.11	15831.90	5.67
<b>Total Teaching Positions</b>	61.60	100.00	1316.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	1.20	1.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.20	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	1.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	3
<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)	1.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 13, 2023.

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

September 13, 2023

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 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
<b>Science</b>	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
<b>History-Social Science</b>	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
<b>Foreign Language</b>	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
<b>Health</b>	Health textbooks, McGraw Hill-Teen Health for 7th & 8th graders. 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
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	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 October 9, 2023

<b>Year and month of the most recent FIT report</b>	October, 2023
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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			Cracks throughout the tennis courts. Planned Action to be Taken: Promptly repair cracks throughout the tennis courts.

## 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).

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	25	22	43	42	47	46
<b>Mathematics</b> (grades 3-8 and 11)	8	8	23	24	33	34

## 2022-23 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
<b>All Students</b>	1288	1262	97.98	2.02	22.00
<b>Female</b>	615	606	98.54	1.46	26.66
<b>Male</b>	671	654	97.47	2.53	17.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	35	34	97.14	2.86	47.06
<b>Black or African American</b>	22	18	81.82	18.18	50.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	1163	1144	98.37	1.63	21.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	14.29
<b>White</b>	45	43	95.56	4.44	16.67
<b>English Learners</b>	427	420	98.36	1.64	0.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	41	41	100.00	0.00	9.76
<b>Military</b>	80	79	98.75	1.25	7.59
<b>Socioeconomically Disadvantaged</b>	1169	1146	98.03	1.97	20.91
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	184	176	95.65	4.35	2.86

## 2022-23 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
<b>All Students</b>	1288	1256	97.52	2.48	7.98
<b>Female</b>	615	601	97.72	2.28	6.35
<b>Male</b>	671	653	97.32	2.68	9.34
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	35	34	97.14	2.86	8.82
<b>Black or African American</b>	22	18	81.82	18.18	11.11
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	1163	1139	97.94	2.06	7.92
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	13	92.86	7.14	7.69
<b>White</b>	45	43	95.56	4.44	9.52
<b>English Learners</b>	427	419	98.13	1.87	0.48
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	41	40	97.56	2.44	15.00
<b>Military</b>	80	79	98.75	1.25	1.27
<b>Socioeconomically Disadvantaged</b>	1169	1139	97.43	2.57	6.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	184	176	95.65	4.35	1.14

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	12.52	11.53	28.29	28.38	29.47	30.29

## 2022-23 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
<b>All Students</b>	648	636	98.15	1.85	11.48
<b>Female</b>	291	285	97.94	2.06	10.53
<b>Male</b>	355	349	98.31	1.69	11.75
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	21	20	95.24	4.76	20.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	589	579	98.30	1.70	10.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	20	95.24	4.76	30.00
<b>English Learners</b>	234	228	97.44	2.56	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	17	94.44	5.56	0.00
<b>Military</b>	46	45	97.83	2.17	6.67
<b>Socioeconomically Disadvantaged</b>	589	579	98.30	1.70	10.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	104	100	96.15	3.85	2.00

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98	99	99	99	99

## 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.

#### 2023-24 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

##### Family Support Services

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

## 2023-24 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1355	1339	440	32.9
Female	653	648	210	32.4
Male	700	689	229	33.2
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	1	1	1	100.0
Asian	39	38	5	13.2
Black or African American	24	20	9	45.0
Filipino	6	6	1	16.7
Hispanic or Latino	1216	1207	397	32.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	12	12	5	41.7
White	51	49	20	40.8
English Learners	479	473	182	38.5
Foster Youth	11	11	3	27.3
Homeless	47	45	27	60.0
Socioeconomically Disadvantaged	1273	1259	423	33.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	201	198	74	37.4

## 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	4.51	6.05	0.00	2.75	3.78	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	6.05	0
<b>Female</b>	4.75	0
<b>Male</b>	7.29	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	7.69	0
<b>Black or African American</b>	8.33	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	6	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	8.33	0
<b>White</b>	5.88	0
<b>English Learners</b>	8.56	0
<b>Foster Youth</b>	9.09	0
<b>Homeless</b>	10.64	0
<b>Socioeconomically Disadvantaged</b>	6.05	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	5.47	0

## 2023-24 School Safety Plan

South Junior High School's comprehensive safety plan outlines the protocols and procedures to be followed by staff, students, teachers, and administration in the event of a natural disaster or emergency. To ensure the effectiveness of safety measures, the dedicated team convenes periodically to address pertinent issues specific to South.

This interdisciplinary team comprises an administrator, teachers, the health clerk, a parent representative, and a student advocate, collectively working to enhance our preparedness and response strategies. Our commitment to safety is demonstrated through the rigorous schedule of safety drills conducted on the following dates: September 9, 2023, October 19, 2023, December 15, 2023, February 15, 2024, March 20, 2024.

In alignment with district guidelines, comprehensive information and expectations will be disseminated to ALL staff members and teachers regarding these vital safety modifications. It's important to note that the school safety plan received its most recent approval from the School Site Council on Tuesday, January 31st, 2023, reaffirming South's dedication to maintaining a safe and secure environment for all members of our school community.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	20	31	9
Mathematics	24	11	43	1
Science	24	13	36	4
Social Science	27	4	40	4



## 2022-23 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
<b>Pupils to Academic Counselor</b>	432.33

## 2022-23 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	3
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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>	\$14,506	\$5,740	\$8,766	\$95,493
<b>District</b>	N/A	N/A	10,543	\$102,980
<b>Percent Difference - School Site and District</b>	N/A	N/A	-18.4	-3.1
<b>State</b>	N/A	N/A	\$7,607	\$97,850
<b>Percent Difference - School Site and State</b>	N/A	N/A	28.3	1.4

## Fiscal Year 2022-23 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 Schools Coordinator
- Family and Community Engagement Specialist
- Lesson Design Coach
- AVID Teacher
- Positive Behavior Interventions and Supports (PBIS)
- 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$57,124	\$57,234
<b>Mid-Range Teacher Salary</b>	\$97,960	\$95,467
<b>Highest Teacher Salary</b>	\$125,357	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$149,493	\$153,476
<b>Average Principal Salary (High)</b>	\$161,969	\$173,198
<b>Superintendent Salary</b>	\$284,644	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	32.4%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	3.7%	4.46%

## 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	10	