

# South Junior High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 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>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	30664316058887

### 2024-25 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>

### 2024-25 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.

## 2024-25 School Description and Mission Statement

### Highlights:

South Junior High School provides diverse educational opportunities, emphasizing the development of 21st-century skills. The school's project-based learning (PBL) program integrates science, technology, engineering, arts, and mathematics (STEAM) through thoughtfully designed and enriched electives. This program is centered on student skill-building in critical thinking, collaboration, creativity, and communication. At South, education is rooted in real-world connections and driven by student interests. It incorporates dynamic assessments and structured collaborative opportunities to foster deeper learning. The ultimate goal is to cultivate well-rounded students equipped with essential competencies. South Junior High prepares students to become effective communicators, critical thinkers, digital-age learners, civic-minded citizens, innovative problem-solvers, and resilient self-advocates.

South Junior High School offers an array of Career Technical Education (CTE) courses that serve as foundational pathways for high school programs, including business technology, wood manufacturing, computer-aided drafting, photography, digital animation, and multimedia design. To support student achievement, the school provides specialized programs such as Advancement Via Individual Determination (AVID), Dual Language Immersion (DLI), and Capstone projects focused on the 5Cs: communication, collaboration, creativity, critical thinking, and citizenship. Furthermore, extended learning opportunities, including after-school tutoring in the library, are available to all students and supported by college tutors and staff, fostering academic growth beyond the classroom.

Over 50% of students participate in enriching after-school activities such as intramural sports, the Anaheim Achieves program, and extended learning. South Junior High School values parent involvement and offer various opportunities to connect families with the school, including events like Coffee with the Principal, where parents can share feedback in a casual setting. Parents can also join the School Site Council to help shape school decisions, vote on expenditures, and review the Single Plan for Student Achievement. Support services include a full-time social worker, translator, Family and Community Engagement Specialist (FACES), and Community School Coordinator to assist families. Additional programs like the Parent Empowerment Program (PEP), Positive Discipline workshops, and PTSA further empower parents to actively engage in their child's education and the school community.

South Junior High School was the recipient of the 2024 Sustainable Schools Award by Anaheim Public Utilities. The school has been awarded \$15,000 to fund an energy or water efficiency project that highlights the critical connection between energy and water conservation. The Sustainable Schools Award Program recognizes schools in Anaheim for outstanding environmental stewardship, both on campus and within their curriculum. The program's mission is to inspire innovative energy and water efficiency projects that promote sustainability and empower student leaders to take action. South Junior High's submission stood out for its exceptional alignment with these goals, showcasing the collaborative efforts of various departments and programs that teach sustainability through engaging, hands-on learning experiences.

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.

# About this School

## 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	607
Grade 8	605
<b>Total Enrollment</b>	<b>1,212</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.3
Asian	2.1
Black or African American	1.7
Filipino	1.1
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.5
White	3.1
English Learners	27.8
Foster Youth	0.7
Homeless	3.2
Socioeconomically Disadvantaged	90.3
Students with Disabilities	13.9

### 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/Incomplete/NA</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/Incomplete/NA</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

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.

## 2022-23 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>	58.70	93.24	1131.10	84.42	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	12.10	0.90	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	1.35	55.40	4.14	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	41.30	3.09	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	3.40	5.40	99.80	7.45	14303.80	5.15
<b>Total Teaching Positions</b>	63.00	100.00	1340.00	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.20	1.60	0.8
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.20	1.60	0.8

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	1.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.20	3	1.6
<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)	1.90	0	0

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

## 2024-25 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 16, 2024.

<b>Year and month in which the data were collected</b>	September 16, 2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	The Houghton Mifflin Harcourt Collections English language arts textbooks were adopted in the 2014–2015 school year, ensuring that every student has access to their own copy.	Yes	0
<b>Mathematics</b>	Mathematics textbooks, by Houghton Mifflin Harcourt 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. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III	Yes	0
<b>Science</b>	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades.	Yes	0



	Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student.		
<b>History-Social Science</b>	For 7th grade History-Social Science, students use Cengage Learning’s World History: Medieval and Early Modern Times, CA Student Edition. In 8th grade, they use IMPACT: California, Grade 8, Student Edition: United States History & Geography, Growth & Conflict. These textbooks were adopted in the 2018–2019 and 2019–2020 school years, respectively, and each student has access to their own copy.	Yes	0
<b>Foreign Language</b>	<p>Foreign language textbooks are selected on a course-by-course basis, with several classes recently adopting Houghton Mifflin Harcourt’s Avancemos series. Additional supplemental materials continue to be adopted annually, and each student is provided with their own textbook.</p> <p>Below is the list of districtwide World Language adopted instructional materials:</p> <p>American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018</p> <p>American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018</p> <p>American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018</p> <p>Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020</p> <p>Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020</p> <p>Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020</p> <p>French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024</p> <p>French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024</p> <p>French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024</p> <p>French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024</p> <p>AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016</p> <p>Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016</p> <p>Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016</p> <p>Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004</p> <p>Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004</p> <p>Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023</p> <p>Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023</p> <p>Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024</p> <p>Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023</p>	Yes	0



	<p>Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016</p> <p>Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016</p> <p>Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024</p> <p>Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024</p> <p>Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024</p> <p>Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024</p> <p>Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214(Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017</p> <p>AP Spanish Literature &amp; Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023</p> <p>AP Spanish Language &amp; Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013</p> <p>IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020</p> <p>Vietnamese 1 and Vietnamese 2: Tiếng Việt M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019</p> <p>Vietnamese 3: Tiếng Việt M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020</p> <p>Vietnamese 4H and Vietnamese 5H: Tiếng Việt M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020</p> <p>Vietnamese 6H: Tiếng Việt M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020</p>		
<b>Health</b>	McGraw Hill's Teen Health series is used for 7th and 8th graders, ensuring that every student has their own textbook. Textbook adoption occurred in 2016-17.	Yes	0
<b>Visual and Performing Arts</b>	Visual and Performing Arts students receive textbook and instructional materials tailored to their specific courses, ensuring each student has an individual copy.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	NA

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

## 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 19, 2024

<b>Year and month of the most recent FIT report</b>	October, 2024
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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).

### 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	22	21	42	42	46	47
<b>Mathematics</b> (grades 3-8 and 11)	8	8	24	24	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1220	1192	97.70	2.30	20.96
<b>Female</b>	620	604	97.42	2.58	24.58
<b>Male</b>	600	588	98.00	2.00	17.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	25	96.15	3.85	44.00
<b>Black or African American</b>	21	21	100.00	0.00	42.86
<b>Filipino</b>	13	13	100.00	0.00	30.77
<b>Hispanic or Latino</b>	1101	1076	97.73	2.27	19.78
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	25.00
<b>White</b>	42	40	95.24	4.76	25.00
<b>English Learners</b>	320	315	98.44	1.56	0.96
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	62	61	98.39	1.61	13.11
<b>Military</b>	68	67	98.53	1.47	17.91
<b>Socioeconomically Disadvantaged</b>	1092	1068	97.80	2.20	19.72
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	174	164	94.25	5.75	7.32

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1217	1190	97.78	2.22	8.07
<b>Female</b>	618	604	97.73	2.27	5.96
<b>Male</b>	599	586	97.83	2.17	10.24
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	25	96.15	3.85	28.00
<b>Black or African American</b>	21	21	100.00	0.00	4.76
<b>Filipino</b>	13	13	100.00	0.00	23.08
<b>Hispanic or Latino</b>	1098	1073	97.72	2.28	7.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	8.33
<b>White</b>	42	41	97.62	2.38	9.76
<b>English Learners</b>	318	311	97.80	2.20	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	61	60	98.36	1.64	5.00
<b>Military</b>	68	67	98.53	1.47	8.96
<b>Socioeconomically Disadvantaged</b>	1090	1067	97.89	2.11	7.40
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	173	163	94.22	5.78	1.84

## 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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	11.53	5.54	28.38	28.30	30.29	30.73

## 2023-24 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>	598	584	97.66	2.34	5.65
<b>Female</b>	310	301	97.10	2.90	4.98
<b>Male</b>	288	283	98.26	1.74	6.36
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	0.00
<b>Black or African American</b>	15	15	100.00	0.00	13.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	537	524	97.58	2.42	5.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	26	96.30	3.70	3.85
<b>English Learners</b>	165	163	98.79	1.21	0.61
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	36	36	100.00	0.00	5.56
<b>Military</b>	41	40	97.56	2.44	10.00
<b>Socioeconomically Disadvantaged</b>	532	518	97.37	2.63	5.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	78	74	94.87	5.13	4.05



## 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.

#### 2023-24 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 requires only participation results 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	99	99	99	99	100

## 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.

#### 2024-25 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

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

##### Other Involvement Opportunities

- Parent Leadership Academy
- Parent Learning Walk
- Parent Empowerment Program (PEP)
- Positive Discipline/Disciplinaria Positiva
- Open House
- Back to School Night
- PTSA
- ELAC

The aforementioned events and committees provide all community stakeholders opportunities for communication and

## 2024-25 Opportunities for Parental Involvement

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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1289	1266	395	31.2
Female	647	635	201	31.7
Male	642	631	194	30.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	25	4	16.0
Black or African American	22	21	8	38.1
Filipino	14	14	0	0.0
Hispanic or Latino	1165	1144	358	31.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	44	44	16	36.4
English Learners	367	354	126	35.6
Foster Youth	12	12	9	75.0
Homeless	71	66	29	43.9
Socioeconomically Disadvantaged	1188	1166	376	32.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	184	183	72	39.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.51	6.05	8.22	2.75	3.78	4.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.22	0.00
Female	6.34	0.00
Male	10.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.69	0.00
Black or African American	4.55	0.00
Filipino	7.14	0.00
Hispanic or Latino	8.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.09	0.00
English Learners	11.17	0.00
Foster Youth	16.67	0.00
Homeless	7.04	0.00
Socioeconomically Disadvantaged	8.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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

## 2024-25 School Safety Plan

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 12, 2024  
 October 17, 2024  
 November 21, 2024  
 January 29, 2025  
 March 6, 2025  
 May 1, 2025

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, 2024, reaffirming South's dedication to maintaining a safe and secure environment for all members of our school community.

## 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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	18	13	21
Mathematics	29	9	5	28
Science	27	11	11	22
Social Science	31	2	21	16

## 2023-24 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	404

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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>	\$12,377	\$2,963	\$9,414	\$106,596
<b>District</b>	N/A	N/A	10,142	\$110,806
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.4	-3.9
<b>State</b>	N/A	N/A	\$10,771	\$105,265
<b>Percent Difference - School Site and State</b>	N/A	N/A	-13.4	1.3

## Fiscal Year 2023-24 Types of Services Funded

South Junior High School benefits from federal Title I supplemental funding and Local Control Funding Formula (LCFF) allocations, which contribute to supporting initiatives such as:

- Translator
- Social Worker
- Community Schools Coordinator
- Family and Community Engagement Specialist (FACES)
- Lesson Design Coach
- AVID Teacher
- Positive Behavior Interventions and Supports (PBIS)
- Title I Coordinator
- Professional development for staff
- Technology to support 21st century learning skills
- Supplemental instructional materials
- Expanded learning opportunities beyond regular school hours such as the after-school tutoring program.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$61,034	\$62,635
<b>Mid-Range Teacher Salary</b>	\$104,665	\$101,698
<b>Highest Teacher Salary</b>	\$133,937	\$128,982
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$149,493	\$162,013
<b>Average Principal Salary (High)</b>	\$161,969	\$182,697
<b>Superintendent Salary</b>	\$328,935	\$298,748
<b>Percent of Budget for Teacher Salaries</b>	31.58	30.11
<b>Percent of Budget for Administrative Salaries</b>	3.97	4.78

## 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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	4	4