

Waterford 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

| | |
|--|---|
| School Name | Waterford Junior High School |
| Street | 12916 Bentley St. |
| City, State, Zip | Waterford, CA 95386 |
| Phone Number | (209) 874-2382 |
| Principal | Yvette Fagundes-Hall |
| Email Address | yhall@waterford.k12.ca.us |
| School Website | https://www.waterford.k12.ca.us/o/waterford-junior-high |
| County-District-School (CDS) Code | 50755726053219 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | Waterford Unified School District |
| Phone Number | (209) 874-1809 |
| Superintendent | Jose Aldaco |
| Email Address | jaldaco@waterford.k12.ca.us |
| District Website | https://www.waterford.k12.ca.us/ |

2023-24 School Description and Mission Statement

Mission Statement: At Waterford Junior High School, our mission is to work collaboratively to deliver high-quality, data-driven instruction that fosters students' ability to grow academically and emotionally as they become contributing members of our community.

Our school is staffed by highly qualified, caring teachers who collaborate regularly to identify learning targets and plan instruction to serve the diverse learning needs of our students. Moreover, school administration and teachers meet regularly to track student achievement data. This data analysis drives adjustments to instruction and informs necessary interventions for students such as extra support at lunch, after school tutoring, and academic Saturday School.

In addition to academics, the entire staff at Waterford Junior High School believes that each child is unique and deserving of a rich educational environment beyond the classroom. We are proud to offer a variety of extracurricular activities to enhance student's educational experience. We offer several sports programs including soccer, volleyball, boys' basketball, girls' basketball, boys' volleyball, and track. In addition to athletics, we offer a robust selection of student clubs for students to choose from, including Phast JV, Anime, Cooking, and Baking Club.

Students' socio-emotional well being is a priority at WJHS. Students have access to a counseling/support staff team at all times, have access to clinical counseling referrals, and are encouraged to check-in virtually with counseling staff twice weekly. The counseling team conducts a yearly counseling needs assessment that is completed by students to prioritize areas of need for counseling presentations and to steer small group counseling for grief, coping with stress, etc. Goal setting, both personal and academic, is a school wide practice as well. Finally, students are encouraged daily to be "Be Positive, Be Productive, and Be Professional." These behavior expectations are modeled and posted throughout the school and students are rewarded for

2023-24 School Description and Mission Statement

displaying and following these behavior expectations.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 128 |
| Grade 8 | 134 |
| Total Enrollment | 262 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 47.7% |
| Male | 52.3% |
| Asian | 2.7% |
| Black or African American | 0.8% |
| Filipino | 0.8% |
| Hispanic or Latino | 68.3% |
| Two or More Races | 2.3% |
| White | 24.8% |
| English Learners | 84 |
| Foster Youth | 1 |
| Homeless | 1 |
| Migrant | 26 |
| Socioeconomically Disadvantaged | 245 |
| Students with Disabilities | 50 |

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) | 10.60 | 84.09 | 103.20 | 63.85 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.30 | 0.22 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 1.00 | 0.62 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.30 | 10.63 | 50.40 | 31.19 | 12115.80 | 4.41 |
| Unknown | 0.60 | 5.20 | 6.60 | 4.12 | 18854.30 | 6.86 |
| Total Teaching Positions | 12.70 | 100.00 | 161.70 | 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) | 9.50 | 74.92 | 114.60 | 71.20 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.60 | 13.05 | 3.40 | 2.13 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 35.10 | 21.80 | 11953.10 | 4.28 |
| Unknown | 1.50 | 11.87 | 7.80 | 4.86 | 15831.90 | 5.67 |
| Total Teaching Positions | 12.70 | 100.00 | 161.00 | 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 | 0.00 | 1.60 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 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 | 0.00 |
| Local Assignment Options | 1.30 | 0.00 |
| Total Out-of-Field Teachers | 1.30 | 0.00 |

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 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 11.6 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 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

| Year and month in which the data were collected | | December 2021 | | |
|---|--|---------------|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | California Collections | 2017 | Yes | 0% |

| | | | |
|-----------------------------------|--|-----|----|
| Mathematics | 7th & 8th grade Desmos 2021 | Yes | 0% |
| Science | 7th grade Amplify Life Science 2018 8th grade Amplify Physical Science 2019 | Yes | 0% |
| History-Social Science | 7th/8th National Geographic 2021-22 | Yes | 0% |
| Foreign Language | Buen Viaje | Yes | 0% |
| Health | Teen Health, Catch My Breath | Yes | 0% |
| Visual and Performing Arts | N/A | | |

School Facility Conditions and Planned Improvements

Our main building was dedicated in 1946. Several improvements have been made to the school facilities over the past five years. During the summer of 2018, the cafeteria was improved by new windows, paint, and LED lighting to create a more inviting space. During the summer of 2020, our main student bathrooms and gymnasium bathroom were given a complete renovation and a solar shade structure was added in the student picnic area. During 2021, the campus received numerous upgrades, including replacement of all HVAC units with advanced filtration systems, blacktop replacement, new basketball hoops installation, and repainting of the entire school. During the summer of 2022 a complete renovation of the front facade of the school was completed which included new dual pane windows and cosmetic tile wainscot (also applied to the gym exterior). In addition to the front facade renovation, all concrete was replaced with newly designed sidewalks, curb tiled seating areas and a newly poured/painted gym parking lot. A new digital marquee and modern landscaping with new trees and low maintenance shrubs completed the front of the school renovation. During the winter of 2022, the interior hallways were repainted as was the interior of the school gym with complimentary colors that match the outside of the school color scheme.

Year and month of the most recent FIT report

October 7, 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 | Stained or damaged ceiling tiles will be replaced, torn wallpaper will be repaired or replaced |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | | X | Missing/broken/water stained light diffusers will be replaced, missing or loose electrical or ethernet covers will be replaced or tightened, electrical appliances will be kept a safe distance from water sources. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Leaking or low/no flow faucets will be repaired |
| 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 | |

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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 39 | 47 | 39 | 37 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 32 | 40 | 23 | 26 | 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 261 | 259 | 99.23 | 0.77 | 47.10 |
| Female | 123 | 122 | 99.19 | 0.81 | 51.64 |
| Male | 138 | 137 | 99.28 | 0.72 | 43.07 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 179 | 178 | 99.44 | 0.56 | 43.82 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 63 | 63 | 100.00 | 0.00 | 50.79 |
| English Learners | 66 | 66 | 100.00 | 0.00 | 18.18 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 233 | 232 | 99.57 | 0.43 | 45.26 |
| Students Receiving Migrant Education Services | 17 | 17 | 100.00 | 0.00 | 47.06 |
| Students with Disabilities | 46 | 45 | 97.83 | 2.17 | 8.89 |

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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 260 | 257 | 98.85 | 1.15 | 40.08 |
| Female | 122 | 121 | 99.18 | 0.82 | 44.63 |
| Male | 138 | 136 | 98.55 | 1.45 | 36.03 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 178 | 177 | 99.44 | 0.56 | 38.42 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 63 | 63 | 100.00 | 0.00 | 42.86 |
| English Learners | 66 | 66 | 100.00 | 0.00 | 25.76 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 232 | 230 | 99.14 | 0.86 | 36.96 |
| Students Receiving Migrant Education Services | 17 | 17 | 100.00 | 0.00 | 29.41 |
| Students with Disabilities | 46 | 44 | 95.65 | 4.35 | 15.91 |

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 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 12.84 | 27.34 | 17.98 | 21.85 | 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 |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 134 | 134 | 100.00 | 0.00 | 26.12 |
| Female | 64 | 64 | 100.00 | 0.00 | 26.56 |
| Male | 70 | 70 | 100.00 | 0.00 | 25.71 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 93 | 93 | 100.00 | 0.00 | 22.58 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 31 | 31 | 100.00 | 0.00 | 32.26 |
| English Learners | 28 | 28 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 118 | 118 | 100.00 | 0.00 | 24.58 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 19 | 19 | 100.00 | 0.00 | 5.26 |

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 | 94 | 99 | 92 | 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 |
|--|
| <p>Parents can volunteer at our school to assist teachers, chaperone special events or field trips, help in our library, or help with fund-raising. Parents can become involved in school decisions making by serving on our School Site Council or English Language Advisory Committee. Hispanic parents are encouraged to to participate in the site level English Language Advisory Council (ELAC) and the District-Wide English Language Advisory Council (DELAC). Community members interested in becoming involved should contact our administrative offices at (209) 874-2382. We currently have two parents serving on the School Site Council. School administration meets monthly with the "Reaching for the Stars" parent group that is affiliated with the Center for Human Services non-profit organization of Stanislaus County.</p> <p>Moreover, parents are currently invited to participate in the District Strategic Planning committee to draft the district's 2024 Strategic Plan.</p> |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 276 | 270 | 59 | 21.9 |
| Female | 132 | 128 | 29 | 22.7 |
| Male | 144 | 142 | 30 | 21.1 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 8 | 8 | 1 | 12.5 |
| Black or African American | 2 | 2 | 1 | 50.0 |
| Filipino | 3 | 3 | 0 | 0.0 |
| Hispanic or Latino | 189 | 184 | 42 | 22.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 6 | 6 | 3 | 50.0 |
| White | 67 | 66 | 12 | 18.2 |
| English Learners | 85 | 81 | 15 | 18.5 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 250 | 244 | 58 | 23.8 |
| Students Receiving Migrant Education Services | 18 | 18 | 4 | 22.2 |
| Students with Disabilities | 53 | 53 | 17 | 32.1 |

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 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 1.21 | 16.30 | 21.38 | 0.34 | 3.46 | 4.30 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.03 | 0.06 | 0.04 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 21.38 | 0 |
| Female | 16.67 | 0 |
| Male | 25.69 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 21.16 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 25.37 | 0 |
| English Learners | 23.53 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 21.6 | 0 |
| Students Receiving Migrant Education Services | 16.67 | 0 |
| Students with Disabilities | 22.64 | 0 |

2023-24 School Safety Plan

Safety is very important to us at Waterford Junior High School. Our teachers, administrators, staff, and resource officer monitor school grounds continually throughout the day and before and after school. We maintain a closed campus and keep the gates locked throughout the day, requiring visitors to sign in at our office. Waterford Junior High School staff uses a guest-pass system to identify all visitors to our campus. Our Behavior Support Program Assistant and school counselor teach students how to mediate conflicts with their peers in a positive manner. We hold regular fire and earthquake drills. Staff members have ready access to first aid kits in case of any emergency. We also hold yearly Emergency Drill Assemblies each August with the entire student body/staff to explain the purpose of Safety Drills as well as behavioral expectations during such drills. During the 2022-23 school year, all school staff participated in Active Threat Training. Active Threat training is reviewed in August with staff and periodically throughout the year.

Due to the size of Waterford Unified being less than 2000 students, the district prepares one plan for all schools which is then reviewed at each school site prior to submission to the school board in February.

The recommendations from each school site are consolidated using a district team of representatives from schools, public safety organizations and community agencies. The consolidated School Safety Plan has identified strategies and programs necessary to maintain a high level of school safety as well as development of procedures for compliance with existing law and covers key areas such as lockdown's, fire drills and goals for improving safety on campus. To ensure that the campus is as safe as possible, our administration and staff monitor school grounds to ensure that our campus is safe from before school begins until after school ends. Teachers help with supervision as needed. To support student social-emotional health as it can be impacted through the use of social media, the district has implemented an application that can be used on student devices and online, which is anonymous, but students can/may leave his/her/they/them name - the app is called STOPit. This application can also be used by students to report any bullying and/or concerns he/she may encounter at school or on the way to or from school. In efforts to maintain a safe campus, all schools are utilizing a check-in system that requires each visitor to have proper identification and declare the visitor's destination on campus. The RAPTOR system also checks all visitors for individuals who are on the online system for Megan's Law.

2023-24 School Safety Plan

For the 2023-24 school year, the School Safety Plan was last reviewed, updated and discussed with school faculty, stakeholders and parents at staff and school site council meetings at all school sites in November / December 2023. The districtwide School Safety Plan committee reviewed and made suggestions to the plan in September 2023 and then accepted and refined recommendations from the school sites for the final plan that was approved by the committee on 12/6/2023. It is scheduled for Board approval January 11, 2024, at the regularly scheduled board meeting.

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 | 28 | 1 | 7 | 1 |
| Mathematics | 28 | 1 | 6 | |
| Science | 28 | 1 | 5 | 1 |
| Social Science | 28 | 2 | 3 | 2 |

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 | 27 | 1 | 10 | |
| Mathematics | 28 | 1 | 5 | 2 |
| Science | 28 | 2 | 4 | 2 |
| Social Science | 28 | 2 | 5 | 1 |

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 | 27 | 2 | 8 | 1 |
| Mathematics | 29 | 0 | 7 | 1 |
| Science | 29 | 1 | 7 | 0 |
| Social Science | 29 | 0 | 7 | 1 |

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 |
|------------------------------|--------|
| Pupils to Academic Counselor | 201.54 |

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 |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.2 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.2 |
| Resource Specialist (non-teaching) | |
| Other | 1.5 |

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 |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 7678 | 7386 | 292 | 88573 |
| District | N/A | N/A | 9049 | \$88,385 |
| Percent Difference - School Site and District | N/A | N/A | -187.5 | 0.2 |
| State | N/A | N/A | \$7,607 | \$81,984 |
| Percent Difference - School Site and State | N/A | N/A | -185.2 | 7.7 |

Fiscal Year 2022-23 Types of Services Funded

We receive a federal grant through our ASES Program for our afterschool program. We use supplemental funds for support materials, instructional aides, computers, paper, and classroom supplies. Since the 2019-20 school year, students continued to be identified through our Multi-tiered System Support Team to participate in a lunch time homework/extra help completion period which is staffed by credentialed teachers and supplementally funded. Since the 2020-21 school year, we have added after school math tutoring 3 days per week that is supplementally funded as well as bi-monthly Academic Saturday School that is also supplementally funded.

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 |
|---|-----------------|--|
| Beginning Teacher Salary | \$56,011 | \$50,875 |
| Mid-Range Teacher Salary | \$82,483 | \$79,761 |
| Highest Teacher Salary | \$105,766 | \$103,045 |
| Average Principal Salary (Elementary) | \$127,121 | \$128,154 |
| Average Principal Salary (Middle) | \$127,121 | \$131,774 |
| Average Principal Salary (High) | \$136,453 | \$142,676 |
| Superintendent Salary | \$197,657 | \$211,462 |
| Percent of Budget for Teacher Salaries | 26.01% | 30.11% |
| Percent of Budget for Administrative Salaries | 5.9% | 5.49% |

Professional Development

2016-17 school year: Professional development was provided by the district, (under contract with the Stanislaus County Office of Education) in Reading and Writing skills. This provided a starting point for teachers as they moved their students into the development of close reading skills. Mr. Frank Smith returned to the campus for following up development of teacher skills. All of our teachers received professional development in the creation of videos as well as their editing to assist them in providing support to students using these materials. Our staff developed Focus Questions which served as points of discussion in professional development training at the site level. Teachers were provided with 3 complete days of professional

Professional Development

development and follow up was provided during principal "walk throughs". 2017-18 school year: After analyzing student achievement data, a school wide focus on the Reading Standard, R.2 (central idea, key ideas and details, summarizing) was formed. Consequently, professional development centered on topics to support students' achievement of the R. 2 Reading Standard. All teachers attended off-site professional development with Dr. Kate Kinsella (academic discussions), as well as on-site staff development by a literacy coach and the site principal regarding teaching vocabulary in context (Word Detective). Lastly, 3 teachers and the principal attended the Professional Learning Community Summit in Phoenix, Arizona, in order to learn the tenets of PLCs to bring back to the staff. In March 2018, the entire staff participated in staff development regarding the PLC tenets (cycle of continuous improvement). 2018-19 school year: Two teachers, the counselor, and the Behavior Prevention Support Assistant attended training regarding students experiencing trauma, by Kristin Sayers, in Fresno, Ca. Additional staff development for teaching close reading, as well as PLC training is planned for Spring 2019. 2019-20 school year: At the beginning of the 2019-20 school year, all teachers received additional training centered on strategies for teaching the R.2 Reading standard, as data analysis suggests that a focus on R.2 Reading standard should continue. In November 2019, 5 teachers and the principal attended a Professional Learning Community Institute in San Diego to learn the PLC tenets and increase the number of staff trained in the PLC process (cycle of continuous improvement). In addition, all teachers participated in one full day of Fred Jones' Tools for Teaching Training in January 2020. Finally, all staff received a full day of training centered on Roadmap to Responsibility: Give 'Em Five, a framework for helping students take responsibility for the actions in order to mitigate misbehavior and learned helplessness. Follow up to all professional development includes students providing and discussing samples of student work (R.2 Focus Standard), analysis of R.2 common formative assessment data, and principal walkthroughs (feedback regarding instruction and instructional agreements) is provided. 2020-21 school year: During the 2020-21 school year, which began with Distance Learning, teachers were provided with training for Zoom and Google Meet Platforms to act as virtual classrooms. During the first semester of the 2020-21 school year, the R.2 Reading loss remained as focus, as due to school closures in March, it was expected that students may have had learning loss. In November, teachers analyzed student work and R.2 common formative assessment data, which was deemed to still be an appropriate instructional focus. Finally, in January 2021, teachers will begin training with Fisher and Frey's Distance Learning Playbook to support designing instruction during Distance Learning that complements the site's instructional agreements (R.2, Word Detective, Academic Discussions, Gradual Release of Responsibility). During implementation of the Distance Learning Playbook strategies that are agreed upon, teachers will receive principal feedback and coaching. A goal will be to have teachers engage in peer visits and give each other feedback. 2021-22 school year: At the beginning of the 2021-22 school year, upon students returning to in-person school, school staff analyzed CAASPP data and determined that R.2 Reading standard of the past four academic school years was appropriate. In August 2021, teachers received Professional Development related to common instructional routines/materials for teaching the R.2 Reading strategy. In November 2021, teachers received a full day of professional development centered on English Learner strategies and vocabulary development. Follow up to all professional development includes students providing and discussing samples of student work (R.2 Focus Standard), analysis of R.2 common formative assessment data, and principal walkthroughs (feedback regarding instruction and instructional agreements) is provided. 2022-23 school year: At the beginning of the 2022-23 school year, upon students returning to in-person school, school staff analyzed CAASPP data and determined that R.2 Reading standard of the past five academic school years was appropriate. In August 2022, teachers received Professional Development related to common instructional routines/materials for teaching the R.2 Reading strategy. Moreover, teachers each received a copy of the Teacher Clarity Playbook, which drives professional development at each staff meeting. Most professional development includes discussing samples of student work (R.2 Focus Standard), analysis of R.2 common formative assessment data and implications for teaching. In January 2023, received a half day of professional development regarding Learning Intentions of the Teacher Clarity Playbook. At the beginning of the 2023-24 school year, school staff analyzed CAASPP data and determined that R.2 Reading standard of the past six academic school years remains the best course of action. In August 2023, teachers received Professional Development related to common instructional routines/materials for teaching the R.2 Reading strategy. In addition to this, continued focus on the Teacher Clarity Playbook, providing students feedback was a focus of staff development. Further, the district partnered with Solution Tree to advance Professional Learning Community work for grades 7-12. WJHS has been receiving bi-monthly coaching sessions from a Solution Tree professional who is meeting with the entire site regarding PLC tenets, including Mission, Vision, Identifying Essential Standards, and Creating Common Formative assessments. The school administration and instructional coach are planning January 2023 professional development that dovetails PLC ideals (what do students need to know) with our Teacher Clarity goals (how will we teach it).

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |