Lloyd G. Johnson 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	Lloyd G. Johnson Junior High School
Street	938 Wildwood Rd.
City, State, Zip	Arbuckle, CA 95912-9714
Phone Number	(530) 476-3261
Principal	Jessica Geierman
Email Address	jgeierman@pjusd.com
School Website	jjh.pierce.k12.ca.us
County-District-School (CDS) Code	06616146103576

2023-24 District Contact Information

District Name	Pierce Joint Unified School District
Phone Number	(530) 476-2892
Superintendent	Carol Geyer
Email Address	cgeyer@pjusd.com
District Website	www.pierce.k12.ca.us

2023-24 School Description and Mission Statement

Lloyd G. Johnson Junior High School is a school whose staff is dedicated to meeting the academic, social and emotional needs of our students. Our goal is to provide students with a challenging and rigorous curriculum while simultaneously supporting their social and emotional development. We provide a safe and welcoming environment in which staff and parents partner together to accomplish our goal: success for every student. In order to give each student the best opportunity for success, we keep the district vision of "Students First" in all that we do. By putting students first and developing strong partnerships with our parents and community, we are able to provide the education, support and community needed to prepare our students for success in high school and beyond.

About Our School:
At JJH we value every student! It is our goal to provide your student with a quality education that is conscientious, meaningful and built on the foundation of relationships and purposeful instruction. I truly believe it is important to focus on the education of the whole child by supporting their academic, social and emotional needs. The transitional junior high years can be difficult for both students and parents alike, so we strive to support students and parents by providing the resources and encouragement necessary to raise up successful, productive and emotionally healthy young members of the community.

In addition to having high academic standards for our students, we also strive to promote a sense of community and positive culture on our campus. We have an inclusive Cougar Crew class that focuses on academic skills and support, social and emotional learning, school spirit, friendly competitions and student involvement on the school campus. Our teachers host a variety of after school clubs that provide students with an opportunity to learn a new set of skills or further develop their passion for interests including art, dance and sports skill clubs. Every one of our staff members are committed to the well being of each of our students and our students are also supported by a caring and dedicated community. With such incredible support from all of our school community members, I look forward to a wonderful and optimistic school year.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	103
Grade 7	107
Grade 8	105
Total Enrollment	315

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
Asian	1%
Black or African American	1%
Hispanic or Latino	78.1%
Two or More Races	1.3%
White	18.7%
English Learners	23.8%
Foster Youth	0.6%
Homeless	5.7%
Migrant	4.1%
Socioeconomically Disadvantaged	76.2%
Students with Disabilities	9.8%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.70	84.00	63.50	89.48	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.33	2.00	2.82	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.33	2.60	3.75	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.85	1.20	1.70	12115.80	4.41
Unknown	0.80	4.43	1.50	2.23	18854.30	6.86
Total Teaching Positions	18.70	100.00	71.00	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)	12.60	69.26	60.90	83.51	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	5.48	3.00	4.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	6.96	3.40	4.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	8.77	2.30	3.18	11953.10	4.28
Unknown	1.70	9.48	3.20	4.47	15831.90	5.67
Total Teaching Positions	18.20	100.00	73.00	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	1.00	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.20

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.50
Local Assignment Options	0.10	0.10
Total Out-of-Field Teachers	0.10	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.

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)	6.5	4.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.1	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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync Grades 6-8, 2016	Yes	0.00
Mathematics	GO Math Program, 2015	Yes	0.00

Science	Twig Science Next Gen, 2023			Yes	0.00
History-Social Science	TCi, 2023			Yes	0.00
Foreign Language					0.00
Health					0.00
Visual and Performing Arts					0.00
Science Laboratory Equipment (grades 9-12)	N/A			N/A	0.00

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	6/9/2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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)	36	43	36	39	47	46
Mathematics (grades 3-8 and 11)	24	30	26	27	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	319	299	93.73	6.27	43.48
Female	160	151	94.38	5.62	53.64
Male	159	148	93.08	6.92	33.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	250	233	93.20	6.80	41.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	56	96.55	3.45	51.79
English Learners	68	61	89.71	10.29	11.48
Foster Youth	--	--	--	--	--
Homeless	14	7	50.00	50.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	234	93.23	6.77	39.74
Students Receiving Migrant Education Services	15	11	73.33	26.67	9.09
Students with Disabilities	30	24	80.00	20.00	4.17

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	319	304	95.30	4.70	30.26
Female	160	153	95.63	4.37	30.72
Male	159	151	94.97	5.03	29.80
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	250	238	95.20	4.80	26.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	56	96.55	3.45	44.64
English Learners	68	67	98.53	1.47	5.97
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	240	95.62	4.38	24.58
Students Receiving Migrant Education Services	15	15	100.00	0.00	13.33
Students with Disabilities	30	24	80.00	20.00	0.00

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)	24.19	29.41	19.24	20.72	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	109	103	94.50	5.50	30.10
Female	57	54	94.74	5.26	27.78
Male	52	49	94.23	5.77	32.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	88	83	94.32	5.68	30.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	28.57
English Learners	23	23	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	87	83	95.40	4.60	25.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	9	81.82	18.18	--

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	97	97	97	97	98

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

There are many opportunities for parents to be involved in their child's educational experiences at JJH. The School Site Council meets monthly to provide parents an advisory voice to the site administrator. District-wide health and safety committee meetings are open to all parents interested in discussing concerns with the district and site administrators. We also provide parents and community members the ability to voice concerns both virtually and in-person, during our school board meetings. The site ELAC committee provides a venue for parents of bilingual students to voice their concerns, especially those concerns regarding the academic progress of their English Language Learner students. Parents are also invited and encouraged to attend our District wide EL Family Workshop nights where staff educates families as to the best ways they can support their English learners and what resources are available at each school site. Parents can also request, through the school, a Student Study Team meeting if they have concerns regarding their child's learning. When a teacher requests an SST , the parent is always invited and encouraged to be an integral part of the meeting. Parents are informed of various informational meetings throughout the school year in mailings from the school office, school messenger, Instagram and the JJH Facebook page. Additionally, the district office sends out a weekly flyer of important school events to all parents. Parents are also encouraged to be involved in their child's educational experiences by visiting classes during Open House and Back to School Night. JJH promotes parent communication through the Facebook page, Aeries, email, the school website and school messenger.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	327	325	62	19.1
Female	164	162	30	18.5
Male	163	163	32	19.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	4	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	256	255	48	18.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	1	25.0
White	60	60	13	21.7
English Learners	91	91	16	17.6
Foster Youth	2	2	0	0.0
Homeless	23	22	7	31.8
Socioeconomically Disadvantaged	258	257	53	20.6
Students Receiving Migrant Education Services	17	17	1	5.9
Students with Disabilities	33	33	11	33.3

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	3.31	7.37	3.67	2.56	3.85	3.97	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.67	0
Female	1.83	0
Male	5.52	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	3.13	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5	0
English Learners	3.3	0
Foster Youth	0	0
Homeless	8.7	0
Socioeconomically Disadvantaged	3.88	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.15	0

2023-24 School Safety Plan

The Comprehensive School Safety Plan was developed for JJH with the number one goal of student and staff safety in mind. Drills, and practices for emergencies such as: earthquake, fire, and intruder on campus are practiced regularly throughout the school year. Evacuation drills are also practiced during the after school program. All teachers have emergency bags that are filled with first aid supplies and other miscellaneous emergency necessities. Teachers are required to take their emergency bags, student rosters and green and red signs to all practices to indicate that they are prepared, know where their students are and to let administration know if they need help. Student and staff emergency information is kept readily available in the school office in case of an emergency. The site secretary notifies the law enforcement officials, the pre-school (located on school property), and the neighboring high school when JJH has a practice drill or other real emergency. The local Colusa County Sheriff's officers are called for school fights and other site situations such as drugs or weapons on campus. Mental health workers and the school psychologist are available for emergency counseling with students. The site administrator monitors during lunch recess to help support staff and students as well as three other campus supervisors. JJH houses 27 strategically placed cameras throughout the campus to help deter vandalism and to help identify participants in any inappropriate behaviors or any person of suspicion on campus without permission. JJH has one Intervention and Prevention Counselor on site, five days a week, and a Mental Health Specialist via the B.E.S.T. Program on site 4 days a week. Students that need social, emotional and academic counseling have the opportunity to meet with our counselor to address their needs, and the Counselor and Mental Health Specialist both provide lunch time groups/activities to help students connect with others as well as play fun board games.

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	22	2	9	
Mathematics	20	5	8	
Science	23	3	8	
Social Science	23	2	10	

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	22	4	6	
Mathematics	20	3	8	
Science	23	2	6	2
Social Science	21	7	2	2

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	21	4	8	0
Mathematics	22	3	8	0
Science	23	1	8	0
Social Science	22	3	8	0

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	315

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

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	$7,059.29	$1,086.09	$5,973.20	$65,329
District	N/A	N/A	$16,272.72	$73,662
Percent Difference - School Site and District	N/A	N/A	-92.6	-12.0
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	-24.1	-17.7

Fiscal Year 2022-23 Types of Services Funded

Students at JJH are offered academic assistance, recreational activities, and time to work on their homework through the ASES grant. Many English Language Learner students get extra help during pull out time by an EL teacher to work on English skills. We also have a full time Prevention and Intervention Counselor on campus who provides one on one social/emotional counseling services, as well as academic counseling and advisement.

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	$47,402	$47,616
Mid-Range Teacher Salary	$73,253	$75,580
Highest Teacher Salary	$100,447	$100,485
Average Principal Salary (Elementary)	$106,188	$114,067
Average Principal Salary (Middle)	$112,654	$123,622
Average Principal Salary (High)	$145,065	$125,386
Superintendent Salary	$186,287	$157,977
Percent of Budget for Teacher Salaries	27.36%	27.82%
Percent of Budget for Administrative Salaries	5.31%	5.78%

Professional Development

A total of six full days per year are utilized for teacher training/staff development. Every Wednesday, students are released at 2:10 p.m. for teaching staff to collaborate as a grade-level team. Our Professional Development time is also dedicated to our Professional Learning Communities (PLC's), Formative assessment, ELA/ELD framework, NWEA training, technology integration, EL instructional strategies, Science Technology Engineering, and Math (STEM), science and social science frameworks, as well as explicit direct instruction.

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	6	6	