

# Granger Junior High School

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

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Granger Junior High School
<b>Street</b>	2101 Granger Ave. National City, CA 91950
<b>City, State, Zip</b>	National City, CA, 91950
<b>Phone Number</b>	619-472-6000
<b>Principal</b>	Elizabeth Wong
<b>Email Address</b>	elizabeth.wong@sweetwaterschools.org
<b>School Website</b>	<a href="http://gjh.sweetwaterschools.org/">http://gjh.sweetwaterschools.org/</a>
<b>County-District-School (CDS) Code</b>	37684116059778

## 2023-24 District Contact Information

<b>District Name</b>	Sweetwater Union High
<b>Phone Number</b>	(619) 691-5555
<b>Superintendent</b>	Moises Aguirre, Ed.D.
<b>Email Address</b>	moises.aguirre@sweetwaterschools.org
<b>District Website</b>	<a href="http://www.sweetwaterschools.org/">www.sweetwaterschools.org/</a>

## 2023-24 School Description and Mission Statement

Granger Junior High School is a three-year junior high school. Granger opened in 1955, and now serves around 1000 students in grades 7 – 9. In 2010, Granger was named a California Schools To Watch—Taking Center Stage Model School and a California Business for Education Excellence Honor Roll School, in recognition of routines that promote academic excellence and close the achievement gap.

The school offers a rigorous curriculum which includes programs for the gifted and talented, as well as an extensive school-wide literacy program. All 8th grade students are enrolled in Algebra and all 9th grade students are enrolled in Biology. Band is also a very healthy program at Granger, gaining special recognition and is a source of school pride. Our goal is to prepare students for success at the high school level.

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

The mission of Granger Junior High School is to provide a climate and culture that ensures that each student experiences equitable growth and success in literacy and curricular skills, which will create a foundation for students to establish and achieve personal, educational, and career goals.

### STUDENTS DEVELOP:

- Goal Setting
- Community Service
- Critical Thinking Skills
- Citizenship Skills
- Commitment to Academic Success

## 2023-24 School Description and Mission Statement

### STAFF FOSTER:

- Growth Mindset
- Positive School Culture
- Critical Thinking Skills
  - Positive Relationships with Students, which include Restorative Practices
  - Equitable Instructional Practices across All Subjects

### THE COMMUNITY SUPPORTS:

- College and Career Readiness
- Integration of Community Service, Instruction, and Reflection
- Partnerships in Education
- Academic Success
- Family Involvement

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	288
Grade 8	269
Grade 9	237
<b>Total Enrollment</b>	<b>794</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
American Indian or Alaska Native	0.5%
Asian	2.8%
Black or African American	1.9%
Filipino	15.7%
Hispanic or Latino	67.8%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	2.5%
White	6.2%
English Learners	32.6%
Foster Youth	0.3%
Homeless	1%
Socioeconomically Disadvantaged	84.9%
Students with Disabilities	12.1%

### 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>	28.10	76.26	1140.10	69.11	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.50	0.15	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.00	0.37	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.68	57.40	3.48	12115.80	4.41
<b>Unknown</b>	8.10	22.01	443.50	26.88	18854.30	6.86
<b>Total Teaching Positions</b>	36.80	100.00	1649.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.50	88.46	1443.50	85.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	1.36	12.40	0.73	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	2.64	24.50	1.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	56.80	3.36	11953.10	4.28
<b>Unknown</b>	2.70	7.51	151.70	8.98	15831.90	5.67
<b>Total Teaching Positions</b>	36.70	100.00	1689.00	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	0.90
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.90

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	0.50	0.00
Local Assignment Options	0.10	0.00
<b>Total Out-of-Field Teachers</b>	0.60	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	9.2
<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)	0	7.6

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		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0.0

	consistent with the textbook cycle in 2017-2018. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>		
<b>Mathematics</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts for Compacted Integrated Math 7 (CIM7), Integrated Math 1 (IMI), Integrated Math 2, Integrated Math 7 (IM7), Integrated Math 8 (IM8) were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2013-2014. Middle school texts were selected from the state adopted list. Middle school Science was adopted 2021-2022. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>History-Social Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Foreign Language</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Health</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-2009. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Visual and Performing Arts</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School Buildings

The school has an adaptive room, an administration building, 49 classrooms, and a library. The main campus was built in 1956. Additions were constructed in 1965, 1968, 1999 and 2000. No portable classrooms were constructed. Eighteen permanent classrooms have been constructed.

The school opened in 1956 with an administration building, 12 classrooms, a gym and a library.

### Maintenance and Repair

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 and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### Year and month of the most recent FIT report

01/09/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Heater not working. WO written, AC not working. WO written,
<b>Interior:</b> Interior Surfaces	X			Damaged baseboards. WO written. Missing ceiling tile. WO written, Wall damage. WO written, Tile has Cracks. WO written, Loose wires. WO written, Rain spout leaking. WO written,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Sink not working. WO written,
<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			Damaged window. Rain gutter damaged. WO submitted, Work order submitted for sprinklers/plumbing, Asphalt has damage. WO written.



## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	30	37	50	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	23	29	26	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
<b>All Students</b>	556	544	97.84	2.16	36.53
<b>Female</b>	275	270	98.18	1.82	41.85
<b>Male</b>	281	274	97.51	2.49	31.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	14	93.33	6.67	71.43
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	85	84	98.82	1.18	64.29
<b>Hispanic or Latino</b>	379	369	97.36	2.64	28.26
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	29	100.00	0.00	65.52
<b>White</b>	30	30	100.00	0.00	27.59
<b>English Learners</b>	169	158	93.49	6.51	7.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	481	475	98.75	1.25	34.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	76	76	100.00	0.00	9.21

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	556	546	98.20	1.80	28.68
<b>Female</b>	275	268	97.45	2.55	27.99
<b>Male</b>	281	278	98.93	1.07	29.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	15	100.00	0.00	46.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	85	85	100.00	0.00	50.59
<b>Hispanic or Latino</b>	379	369	97.36	2.64	23.16
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	29	100.00	0.00	41.38
<b>White</b>	30	30	100.00	0.00	20.00
<b>English Learners</b>	169	164	97.04	2.96	6.10
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	481	473	98.34	1.66	28.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	76	74	97.37	2.63	9.59

## 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)	20.80	22.73	25.00	25.05	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	270	269	99.63	0.37	22.30
Female	134	134	100.00	0.00	23.13
Male	136	135	99.26	0.74	21.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	41	41	100.00	0.00	41.46
Hispanic or Latino	192	192	100.00	0.00	17.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	20.00
English Learners	82	82	100.00	0.00	3.66
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	254	254	100.00	0.00	22.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	2.70

## 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%	95%	0%	95%	95%
Grade 9	92%	88%	92%	90%	93%

## 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

Parents at Granger have a variety of opportunities to become involved with the school. The school offers a flexible number of meetings in the morning or evening.

Coffee with the Principal occurs in the morning throughout the year, ELAC meetings occur throughout the school year to address EL student/parent issues, and Title I meetings also occur throughout the year, to address parent involvement and district/site policies. These various meetings are conducted with the intent of supporting parents, enabling their child to be academically and socially successful. We do an annual parent learning walk, where parents are briefed on which learning strategies to look for, given a list of those strategies and areas for comments, then parents walk through classrooms, joined by administrators. After this experience, all parents and administrators meet and debrief.

There are also parent meetings in the evening and social/emotional support meetings. Speakers and workshops about different topics are scheduled for the parents. We continue to offer parent workshops yearly. We also offer enrichment classes such as Parent English classes three days a week in the morning. We have a Community Relations Facilitator on staff for 4 hours daily in the parent center. He emails parents regularly on the school events involving parents. He also assists parents with computer needs, making sure they can log on to the various grading platforms used by teachers. Parents are informed about school events via the Granger Jr. High phone app, website, email, text message, personal phone calls and through the Infinite Campus phone system that delivers messages.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	859	842	191	22.7
Female	435	427	97	22.7
Male	424	415	94	22.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	23	22	2	9.1
Black or African American	16	16	7	43.8
Filipino	132	130	13	10.0
Hispanic or Latino	590	577	145	25.1
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	21	21	3	14.3
White	52	51	15	29.4
English Learners	294	289	81	28.0
Foster Youth	2	2	0	0.0
Homeless	9	8	1	12.5
Socioeconomically Disadvantaged	753	738	168	22.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	115	115	41	35.7

### 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	0.00	12.42	15.48	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.07	0.08	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.48	0
Female	14.02	0
Male	16.98	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.35	0
Black or African American	25	0
Filipino	4.55	0
Hispanic or Latino	18.98	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	14.29	0
White	11.54	0
English Learners	20.41	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	15.01	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	17.39	0

## 2023-24 School Safety Plan

Each year, Granger Junior High School reviews and updates the Comprehensive School Safety Plan. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training are completed during the first few meetings with pertinent information presented throughout the school year. Disaster and evacuation drills are scheduled periodically throughout the school year to reflect the following:

- 4 Earthquake, fire and evacuation drills (two per semester)
  - 1 clear room drill
- 2 Secure campus drills (one per semester)
- 2 Lockdown drills (one per semester)

Key Elements of the Plan:

- Develop Site Safety Binder to be distributed to all school staff (updated annually prior to the beginning of the school year)
- Train all staff on emergency procedures during the school year (beginning of the school year and as needed throughout)
- Comply with 3 in 1 safety drills
- Bullying and Cyberbullying (identification, intervention and restoration)
- Identify strategies and programs that provide safety on campus
- Inclusion of multiple stakeholders to provide input into our safety procedures.

## 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	25	15	10	14
Mathematics	25	12	15	10
Science	28	4	23	5
Social Science	29	5	10	15

## 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	15	19	4
Mathematics	27	7	13	12
Science	27	5	26	
Social Science	28	6	11	13

## 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	23	16	17	4
Mathematics	26	8	16	8
Science	26	5	25	1
Social Science	28	3	17	8

## 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	397



## 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.6

## 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	7499.49	557.47	6942.01	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-33.7	-1.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-19.5	-5.1

## Fiscal Year 2022-23 Types of Services Funded

Granger provides programs, services, materials, and support to the general education program through the general operations budget. Title I federal funds assist in meeting the educational needs of low-achieving students in California's highest-poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high and low performing students. In addition, software, technology, field trips and intervention programs target our most vulnerable populations-English Learners (EL), Special Education, Homeless/Foster Youth, and the socio disadvantaged, enabling these students to meet the state's challenging academic standards. LCFF funding assists Granger in providing programs, services, materials, and supplies for the above-mentioned vulnerable student populations. All funding sources also support Social Emotional Learning (SEL) for all student populations, through trained school site teachers, counselors and outside agency assemblies.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,003	\$57,234
<b>Mid-Range Teacher Salary</b>	\$82,293	\$95,467
<b>Highest Teacher Salary</b>	\$107,730	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$157,167	\$153,476
<b>Average Principal Salary (High)</b>	\$167,100	\$173,198
<b>Superintendent Salary</b>	\$260,000	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	32.97%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	4%	4.46%

## Professional Development

Pull out sessions occur as needed for curriculum planning and creating common assessments. PLC meetings work on pacing, SEL strategies, EL strategies, common formative and summative assessments, to determine reteaching. In addition, PLC teams work on pacing and common assessments, using Illuminate and assessments to determine reteaching, as well as cross-curricular curriculum and AVID strategies. On site Staff Development during July, October and January, as well as faculty meetings will focus on Literacy Strategies, Best Practices and School Culture.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	3