

Aptos Junior High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Aptos Junior High School
Street	1001 Huntington Drive
City, State, Zip	Aptos, CA 95003
Phone Number	(831) 728-7834
Principal	Kerry le Roux
Email Address	Kerry_LeRoux@pvusd.net
School Website	https://ajhs-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6049647

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Aptos Junior High School serves 594 students in grades seven and eight. We emphasize active learning and the development of critical thinking skills. We offer a balanced variety of learning opportunities in language arts, social studies, mathematics, science, physical education, elective courses, visual and performing arts, Career Technical Education (CTE) courses, and study skills. All academic content reflects the California Common Core State Standards (CCCSS) in Mathematics, Language Arts, Social Science and Science Literacy Strands, as well as the Next Generation Science Standards. The curriculum provides students with the broad academic foundation needed for high school as well as ample opportunities for enrichment.

Instructors at Aptos Junior High School teach sound "learning skills" in all courses and have built specific courses meant to bolster study skills and organization. Teachers continue to work to meet the needs of all learners including English Learners, Gifted and Talented Education (GATE) students, Foster Youth, students of families considered to be low (SES), and students with special learning needs. For students needing extra help academically we offer an Ed Support class within our master schedule, and an after school Math Support class. AJHS provides a wide variety of extracurricular choices for all students including a full slate of extracurricular athletics, which provides a foundation for students interested in competitive athletics, Dance Team, and Drama. Intramural clubs include but are not limited to STEAM Expo Club, Ocean Awareness Club, CJSF, Pride Club and an ROV Club. Intramural sports are offered twice a week at lunch and are open for all students. All students are encouraged to be academically and socially successful. Their efforts are rewarded in the classroom through programs such as the quarter honor roll assemblies, PBIS Awards, attendance incentives, student of the month, and academic awards night. Seventh and eight grade students enrolled in choir and band perform in an annual Winter and Spring Concert as well as other smaller events throughout the year. Students take part in county initiatives as well, such as the Santa Cruz County Science & Engineering Fair, and the County Spelling Bee.

Starting in the 2017-2018 school year Aptos Junior High School implemented Positive Behavior Interventions and Supports (P.B.I.S.). PBIS mission is to help all students reach their greatest potential by creating a culture of high expectations in which children can feel safe and supported in their learning environment. Through the tenets of PBIS, our students learn to be respectful, responsible and safe both in school and the community and apply these skills to be successful Sea Dragons. Aptos Junior was awarded Silver Standing for PBIS implementation in 2022.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	277
Grade 8	321
Total Enrollment	598

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.2
Asian	1.2
Black or African American	0.5
Filipino	1.3
Hispanic or Latino	50.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.8
White	42.6
English Learners	11.2
Foster Youth	0.3
Homeless	3.2
Migrant	4.5
Socioeconomically Disadvantaged	46.8
Students with Disabilities	14.7

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)	21.10	75.19	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	16.34	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	2.30	8.44	59.80	6.70	18854.30	6.86
Total Teaching Positions	28.00	100.00	893.30	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	4.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	12.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers:

All students have been provided a Chromebook and if necessary, a hotspot.

Aptos Junior High has one computer lab and offers 2 elective computer courses; 2 sections in seventh grade and 3 sections in 8th grade. Both courses are CTE aligned courses. We also currently offer a Biotechnology(CTE) course at the eighth grade level. Additionally, we currently have over 700 Chromebooks; one for each student to use here on campus. The library has seven computers for research projects. Each teacher has a laptop. Each teacher also has a chrome book, document cameras and a new hi-def 70" television replacing outdated projectors and screens, and can take care of attendance and grading online. Teachers communicate with parents through email and Synergy; our SIS. Additionally we have added a large number of iPads that are used in science classes as well as intervention classes. These iPads allow students to access curriculum, do research and presentations and produce work at an independent level. with a high level of engagement. The use of technology in the classroom also contributes to the development of 21st century literacy and skills.

Curriculum:

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The adoption of the California Common Core State Standards is evident in our course offerings and instruction. We use our Board-adopted curriculum Big Ideas for Mathematics, My Perspectives for ELA, TCI for Social Studies and Amplify for Science. In 2022-23 the District will be adopting new Math curriculum in the junior high/middle schools, and all four of our math teachers are involved in the adoption process, and will pilot selected curricula.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives English Language Arts Gr. 7, Pearson/2017 myPerspectives English Language Arts Gr. 8, Pearson/2017	Yes	0%
Mathematics	Big Ideas Math Course 2 (Eng. & Span.), Cengage/2016; Big Ideas Math Course 3 (Eng. & Span.), Cengage/2016;	Yes	0%
Science	Amplify Science/2019	Yes	0%
History-Social Science	TCI History Alive!/2018	Yes	0%
Foreign Language	N/A		0%
Health	District Approved Materials		0%
Visual and Performing Arts	District Approved Materials		0%
Science Laboratory Equipment (grades 9-12)	District Approved Materials		0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx>

Year and month of the most recent FIT report

9/20/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 10: Room 2: Heater doesn't work, roof leaks, damaged ceiling tiles, door doesn't latch properly and faucet leaks. Student Boys Restroom: Fan
Interior: Interior Surfaces		X		Room 17: Pinboard is damaged Room 2: Heater doesn't work, roof leaks, damaged ceiling tiles, door doesn't latch properly and faucet leaks. Room 21: Ramp needs non skid, 1 bad electrical outlet and pin board is damaged Room 27: Pinboard is damaged.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 30: Carpets need to be cleaned. Room 6: Door closer needs adjustment and mice getting
Electrical	X			Room 12: Light bulb out. Room 13: Electrical Outlet is bad and sink drains slowly Room 15: Light bulb out. Room 20: Light bulb out Room 21: Ramp needs non skid, 1 bad electrical outlet and pin board is damaged Room 22: Outlet face plate is broken and wall leaks by door. Room 3: Wall outlet doesn't work, roof leaks, sink drains slowly, and door lock doesn't function properly Room 5: Broken outlet cover Student Boys Restroom: Light cover is broken
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Locker room: Urinal isnt working. Girls Locker room: Door closer isnt working, faucet handle is broke, partition stall door latch is broke. Room 13: Electrical Outlet is bad and sink drains slowly Room 2: Heater doesn't work, roof leaks, damaged ceiling tiles, door doesn't latch properly and faucet leaks. Room 3: Wall outlet doesn't work, roof leaks, sink drains slowly, and door lock doesn't function properly

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		Room 2: Heater doesn't work, roof leaks, damaged ceiling tiles, door doesn't latch properly and faucet leaks. Room 21: Ramp needs non skid, 1 bad electrical outlet and pin board is damaged Room 22: Outlet face plate is broken and wall leaks by door. Room 3: Wall outlet doesn't work, roof leaks, sink drains slowly, and door lock doesn't function properly
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		Girls Locker room: Door closer isnt working, faucet handle is broke, partition stall door latch is broke. Room 2: Heater doesn't work, roof leaks, damaged ceiling tiles, door doesn't latch properly and faucet leaks. Room 3: Wall outlet doesn't work, roof leaks, sink drains slowly, and door lock doesn't function properly Room 31: Door gets stuck on ramp. Room 6: Door closer needs adjustment and mice getting

Overall Facility Rate

Exemplary	Good	Fair	Poor
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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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	36	N/A	17	N/A	33

2021-22 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	591	565	95.60	4.40	47.79
Female	299	280	93.65	6.35	55.00
Male	292	285	97.60	2.40	40.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	299	285	95.32	4.68	32.28
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	25	23	92.00	8.00	73.91
White	252	242	96.03	3.97	61.98
English Learners	55	47	85.45	14.55	2.13
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	11.76
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	247	237	95.95	4.05	27.85
Students Receiving Migrant Education Services	13	12	92.31	7.69	16.67
Students with Disabilities	86	80	93.02	6.98	16.25

2021-22 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	591	569	96.28	3.72	35.85
Female	299	284	94.98	5.02	35.21
Male	292	285	97.60	2.40	36.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	299	289	96.66	3.34	22.84
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	25	23	92.00	8.00	56.52
White	252	242	96.03	3.97	48.35
English Learners	55	51	92.73	7.27	3.92
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	5.88
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	247	238	96.36	3.64	15.55
Students Receiving Migrant Education Services	13	13	100.00	0.00	23.08
Students with Disabilities	86	80	93.02	6.98	11.25

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	28.83	7.1	16.22	28.5	29.47

2021-22 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	311	288	92.6	7.4	28.83
Female	155	143	92.26	7.74	24.64
Male	156	145	92.95	7.05	32.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	151	139	92.05	7.95	16.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100	0	28.57
White	141	130	92.2	7.8	40.63
English Learners	20	17	85	15	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	114	90.48	9.52	15.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	36	76.6	23.4	8.33

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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%	98%	98%	96%	97%

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.

2022-23 Opportunities for Parental Involvement

Aptos Junior High School parents are encouraged to be actively involved in our school community. They assist students and other families by volunteering in our Home & School Club, and in supporting student supervision at lunch time. Parents help to chaperone field trips and to support annual events like Play Day. Additionally, Aptos Junior High School parents are an essential component of all fund-raising efforts, raising funds to support many academic, enrichment and athletic programs and events at AJHS. They also participate by regularly organizing and or contributing to student recognition events and family centered information events like Sea Dragon Days and Back to School Night in the Fall, and our Open House in spring. The school has both formal and informal ways for parents to provide feedback and input for the school. Informally, families are provided a link to a customer service survey form on the website and as part of the principal's email signature. They can also contact staff and principal through the ParentVue Synergy portal and directly via email or phone call. Formally, Aptos Junior High School Parents also have the opportunity to participate in our School Site Council (SSC), Home and School Club and English Learner Advisory Committee (ELAC). All three groups meet monthly at the school site and play a significant role in the development of the School Plan which in turn drives the curricular, social and emotional efforts of the entire school. To become involved at Aptos Junior High, contact the Principal, Kerry le Roux, at (831) 728-7834, or DeAnn Najera, the AJHS Office Manager at (831) 728-7834 between 8 a.m. and 3:30 p.m.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	634	614	210	34.2
Female	319	310	105	33.9
Male	315	304	105	34.5
American Indian or Alaska Native	1	1	1	100.0
Asian	8	7	4	57.1
Black or African American	2	2	1	50.0
Filipino	7	7	3	42.9
Hispanic or Latino	322	312	123	39.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	27	25	8	32.0
White	266	259	69	26.6
English Learners	75	71	32	45.1
Foster Youth	5	5	4	80.0
Homeless	22	20	9	45.0
Socioeconomically Disadvantaged	293	286	129	45.1
Students Receiving Migrant Education Services	29	28	14	50.0
Students with Disabilities	103	98	49	50.0

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.42	3.68	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	14.67	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.67	0.00
Female	8.78	0.00
Male	20.63	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	16.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	22.22	0.00
White	11.65	0.00
English Learners	13.33	0.00
Foster Youth	0.00	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	20.14	0.00
Students Receiving Migrant Education Services	3.45	0.00
Students with Disabilities	12.62	0.00

2022-23 School Safety Plan

Our Safe School Plan has two components: people/programs, and the physical environment. The administration, School Site Council, and district assistant superintendent review the plan annually. It was last renewed in December 2021, and will be updated again in January 2023, with input from School Site Council (including our student representative), Site Leadership Team, and ELAC.

We nurture and direct students' values through student assemblies and recognition programs. Our closed campus is clean and safe, reflecting our pride in our community and ourselves. Staff provides supervision before and after school. We conduct quarterly fire drills and biannual earthquake, intruder, and shelter-in place drills. We continue to strive to develop meaningful relationships with our students staff and community, thereby increasing a sense of connection, accountability and safety.

Student Services:

The district trustees support a firm behavior standard for our students balanced by an increased offering of counseling and social emotional support. Our staff develops progressive forms of discipline that include special counseling and range from reflection writing, phone calls home, and lunch detention to Friday School and in-school or out-of-school suspension and expulsion. We have developed an explicit/concise discipline/behavioral policy coupled with an online Wellness referral system which has improved the quality of support offered to students (through the development and communication of clear behavior expectations and policies, and ongoing weekly monitoring by the site Wellness team) and PBIS data available to staff. Additionally, we are continuing our efforts to become a more Trauma Informed School, a shift that will further support the social and emotional development of our students and staff and in general increase safety. We partner with local Law Enforcement as well as community agency Pajaro Valley Prevention and Student Assistance (PVPSA) to provide students with presentations in PE and Social Studies around tobacco / marijuana / vaping and addiction. Our staff celebrates positive student behavior and recognize students for outstanding citizenship on a quarterly basis. At the end of the year outstanding citizens at each grade level are celebrated formally.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	11	13	8
Mathematics	24	9	14	6
Science	34		5	15
Social Science	31	2	10	10

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	23	8	20	1
Mathematics	25	7	9	9
Science	30		19	1
Social Science	26	4	18	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	23	12	14	2
Mathematics	26	4	14	5
Science	29	1	15	4
Social Science	25	8	14	2

2021-22 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	598

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$12,467.77	\$1,487.06	\$6,122.38	\$73,351.02
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	23.0	8.3
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-7.4	-18.6

2021-22 Types of Services Funded

Our annual fundraisers provide @ \$5,000.00 of additional funding. We have difficulty qualifying for grants because of our students' high socioeconomic status and academic achievement. Currently, our dedicated parents are our most valuable resource. We do receive Title 1 assistance in the form of personnel (a part time English Language Specialist) and Alternative funds to pay hourly rates for a person to offer after school academic assistance focusing on Math, which serves approximately 5%-10% of our student population. Our Extended Learning program at the District also funds our after school Drama program and provides transportation assistance for our Friday School.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Aptos Junior High School and the Pajaro Valley Unified School District offer numerous training opportunities throughout the school year to support our goals for increased student achievement. Though Aptos Junior High School is one of the highest performing middle and junior high schools in the Pajaro Valley Unified School District (based on previous standards based assessments like SBAC, and benchmark data), the shift to the California Common Core State Standards (CCSS) has made Mathematics, Language Arts, Literacy across the content areas and the integration of technology into the classroom (to continue to foster the development of 21st Century Literacy) the primary focus for the coming school-year(s.)

District sponsored trainings happen on 3 SBC release days per year, along with a monthly "early release Wednesday" training. The professional development topics offered arise from examination of the student achievement data pulled from our student information systems (illuminate and Synergy), and include a focus on the use of technology in the classroom. District and site based PD offers opportunities for instructors to attend workshops focused on curriculum development and preparation for SBAC assessments. Additionally, staff members have regular opportunities at site level for training, content specific vertical and horizontal articulation and collaboration. The early-release Wednesdays, that are built into our district work calendar, provide ample time for teacher collaboration, curriculum development and the implementation of collaborative teams. Our staff continue to utilize "Illuminate", a data system capable of facilitating the design and grading of assessments as well as generating a multitude of reports pertaining to student academic and demographic data. Additional training and support for our staff is also available through the Santa Cruz County Office of Education and the Pajaro Valley Unified School District Office.

During the 2022-2022 school year the site has focused on professional development aligned with the district's "Intellectual Preparation" theme. This professional development is designed to support teachers in strategically preparing lessons that focus on three core actions: Complexity (Students are focused on high-quality text(s) during the lesson); Evidence: Text-specific questions and tasks address the standards and build students' analysis of the text(s) and its/their meaning/s; and Knowledge: All students are provided opportunities to engage in the work of the lesson.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3