Ball Junior High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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

2025-26 School Contact Information

School Name	Ball Junior High School
Street	1500 West Ball Road
City, State, Zip	Anaheim, CA 92802-1626
Phone Number	(714) 999-3663
Principal	Maryanna Lee
Email Address	lee_ma@auhsd.us
School Website	https://ball.auhsd.us
Grade Span	7-8
County-District-School (CDS) Code	30664316061683

2025-26 District Contact Information

District Name	Anaheim Union High School District (AUHSD)
Phone Number	(714) 999-3511
Superintendent	Jaron Fried, Ed.D.
Email Address	fried_ja@auhsd.us
District Website	https://www.auhsd.us

2025-26 School Description and Mission Statement

Vision Statement:
Empowered to dream and grow together.

Mission Statement:
Ball Junior High School is committed to providing all students with:
· Engaging, enriching, and rigorous learning experiences that emphasize 21st Century skills.
· A safe, caring, and positive academic atmosphere founded on mutual respect for all stakeholders.
· A staff that is committed to working with students and family members to help build the necessary social and academic

2025-26 School Description and Mission Statement

skills to ensure students are college and career-ready.

Highlights:

Ball Junior High School offers the following courses, which ultimately support students in completing University of California A-G requirements: Math 7, Math 8, Spanish 1, and Spanish 1, 2, and 3 for Spanish Speakers. Ball Junior High School also has an award-winning Visual and Performing Arts program (Art 1, Art 2, Band [beginning, intermediate, advanced], ukulele and choir [beginning, intermediate, advanced). We also have a thriving AVID, Essential Tech, Career Exploration, ASB, Business, and Drone program, as well as intramural sports. Ball Junior High School offers inclusion classes (co-taught) in English, math, science, and history for our students with special needs. We also offer AVID Excel 7/8 as an additional academic support for English Learners. Specialized Academic Instruction is offered for all SWD students, which includes co-taught and/or collaborative courses designed to meet and support their individual needs. New to Ball JHS is our Dual Language program. Students have the opportunity to learn about History and Science through the Spanish Language.

Ball Junior High School staff have made a conscious effort to focus on the development of the 5Cs (Creativity, Critical Thinking, Communication, Collaboration, and Citizenship) in the classroom, and increase student engagement through the use of the District's Career Preparedness Systems Framework (CPSF) when planning lessons. Our teachers have increased collaboration time in their own departments and with other departments in all subject areas. Our teachers have been trained in Capturing Kids Hearts, and as a result of that training, staff have committed to knowing the name, face, and story of each student, greeting students at the door daily, developing a social contract with all classes, using positive affirmations, and focusing on emphasizing kindness and compassion to create safe spaces for students to learn.

Ball Junior High School offers daily after-school tutoring to help students who are struggling academically. This is in addition to the after-school hours when individual teachers are available to support students who need assistance. Additionally, Ball Junior High School offers Saturday Academy enrichment courses monthly.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	332
Grade 8	405
Total Enrollment	737

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	1.4
Asian	6.9
Black or African American	1.8
Filipino	1.4
Hispanic or Latino	82
Native Hawaiian or Pacific Islander	0.9
Two or More Races	0.9
White	4.6
English Learners	31.6
Foster Youth	0.9
Homeless	9.4
Socioeconomically Disadvantaged	92.9
Students with Disabilities	15.9

A. Conditions of Learning

State Priority: Basic

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

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

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)	36.6	86.51	1094.6	83.18	234405.2	84
Intern Credential Holders Properly Assigned	1	2.36	8.5	0.65	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.2	5.21	73.2	5.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	2.36	32.8	2.5	11953.1	4.28
Unknown/Incomplete/NA	1.5	3.54	106.8	8.11	15831.9	5.67
Total Teaching Positions	42.3	100	1316.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	39.4	88.87	1131.1	84.42	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	2.23	12.1	0.9	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.2	2.79	55.4	4.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.32	41.3	3.09	11746.9	4.23
Unknown/Incomplete/NA	2.5	5.74	99.8	7.45	14303.8	5.15
Total Teaching Positions	44.4	100	1340	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	33.4	86.14	1010.1	82.4	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.6	0.54	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.2	11.02	66.4	5.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	31.5	2.57	12112.8	4.34
Unknown/Incomplete/NA	1.1	2.83	111	9.06	13705.8	4.91
Total Teaching Positions	38.8	100	1225.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.9
Misassignments	2.20	1.2	3.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.20	1.2	4.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0.1	0
Total Out-of-Field Teachers	1.00	0.1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.1	2.4	9.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected September 11, 2025.

Year and month in which the data were collected	September 11, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	0
Mathematics	Mathematics textbooks, by Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III	0
Science	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student.	0

History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography-Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography-Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per each student.	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Current book being used for Spanish class includes the Vista Higher Learning series, "Senderos 1"and "Senderos 2" these books were adapted in 2023. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student. Below is the list of districtwide World Language adopted instructional materials: American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018 American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018 American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018 Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020 Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020 Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020 French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024 French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024 French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024 French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024 AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016 Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016 Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016 Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004 Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004 Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023 Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023 Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024	0

Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023
Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016
Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016
Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024
Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024
Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024
Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024
Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017
Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017
Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214(Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017
AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023
AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013
IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020
Vietnamese 1 and Vietnamese 2: Ti?ng Vi?t M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019
Vietnamese 3: Ti?ng Vi?t M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020
Vietnamese 4H and Vietnamese 5H: Ti?ng Vi?t M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020
Vietnamese 6H: Ti?ng Vi?t M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020

Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. There is one textbook available per student.	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	0
Science Laboratory Equipment (grades 9-12)	NA	NA

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

School Facility Conditions and Planned Improvements

Ball Junior High School is a comprehensive middle school established in 1962. The 24 acre site includes 40 regular classrooms and 2 portable classrooms. There are 15 labs, which are designed for specific programs (i.e. computer labs, science labs, choral music room, drones etc.). The site also includes a cafeteria, a media center, a gym, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on October 13, 2025

Year and month of the most recent FIT report	October, 2025

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			KITCHEN OFFICE CEILING PAINT IS PEELING OFF. LOOKS LIKE MIGHT'VE BEEN WATER DAMAGE. ACTION TAKEN OR PLANNED: REPAIR KITCHEN OFFICE CEILING PAINT IS PEELING OFF. LOOKS LIKE MIGHT'VE BEEN WATER DAMAGE.
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			ROOM 11 & 12 - SHEET METAL FRAMING AT THE BASE OF DOOR BOWED AND STICKING OUT. ACTION TAKEN OR PLANNED: REPAIR SHEET METAL FRAMING AT THE BASE OF DOOR BOWED AND STICKING OUT IN ROOMS 11 & 12
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.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	18	21	42	43	47	48
Mathematics (grades 3-8 and 11)	7	10	24	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	768	755	98.31	1.69	21.09
Female	375	370	98.67	1.33	24.59
Male	393	385	97.96	2.04	17.71
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	49.12
Black or African American	13	12	92.31	7.69	8.33
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	628	618	98.41	1.59	17.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	31.25
English Learners	190	187	98.42	1.58	1.61
Foster Youth	--	--	--	--	--
Homeless	63	59	93.65	6.35	13.56
Military	50	50	100.00	0.00	12.00
Socioeconomically Disadvantaged	708	696	98.31	1.69	20.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	125	96.90	3.10	2.40

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	768	752	97.92	2.08	9.84
Female	375	370	98.67	1.33	7.84
Male	393	382	97.20	2.80	11.78
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	40.35
Black or African American	13	12	92.31	7.69	16.67
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	628	615	97.93	2.07	6.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	12.50
English Learners	190	187	98.42	1.58	1.60
Foster Youth	--	--	--	--	--
Homeless	63	59	93.65	6.35	6.78
Military	50	50	100.00	0.00	12.00
Socioeconomically Disadvantaged	708	692	97.74	2.26	9.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	124	96.12	3.88	1.61

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	5.97	8.68	28.3	26.77	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	413	403	97.58	2.42	8.68
Female	205	200	97.56	2.44	8.50
Male	208	203	97.60	2.40	8.87
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	38.10
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	354	345	97.46	2.54	6.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	23.08
English Learners	99	96	96.97	3.03	2.08
Foster Youth	--	--	--	--	--
Homeless	34	33	97.06	2.94	9.09
Military	32	32	100.00	0.00	6.25
Socioeconomically Disadvantaged	382	372	97.38	2.62	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	77	98.72	1.28	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94	93	93	93	94

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.

2025-26 Opportunities for Parental Involvement

At Ball Junior High School, our Parents play a vital role in fostering a strong school community. We actively encourage parents to become involved in various ways such as:
-Participating in school activities
-Assisting with crosswalk and campus safety
-Supervising school dances
-Chaperoning field trips
-Supporting VAPA with safety and organization
-Helping with campus projects including Lunch with a Blackhawk, Dia de los Muertos, Student of the Month, and more
-Assisting with summer registration
-Community School Site Council Members

We provide the following ongoing training, workshops and support services for our parents and families:
-Family and Community Engagement Specialist (FACES)
-Community Schools Coordinator
-Ball Boutique: our community closet, open to all Ball JHS families and the surrounding community. We offer free hygiene products, clothing, household items, shelf-stable food, and fresh produce when available.
-Full-Time Social Worker
-Wellness Coach
-Coffee with the Principal/School Counselors/School Resource Officer (discuss monthly themes including academics, college and career readiness, campus procedures and more).
-Parent Learning Walks (Parents have the opportunity to observe classrooms to learn about current teaching strategies and practices).
-Parent Empowerment Program ("PEP" supports parents with all AUHSD initiatives and programs).
-Positiva Disciplina (Supports parents with supporting student behavior through empathy, understanding and connection).
-Wellness Workshops (Workshops that focus on physical and mental health and connects families to resources).
-Financial Aid & Financial Literacy Workshops (Workshops that focus on financial aid and connects families to resources and community stakeholders).
-Educational Technology Training (Workshops specific to Aeries, eKadence, and Parent Square).
-Campus Tours
-Farmers Market (Monthly farmers market in which parents and community members have access to fresh produce and food).
-Community building events including: paint workshops, movie nights, and more.

Parents also have the opportunity to serve on key committees that meet regularly throughout the year, including the Community School Site Council and English Learners Advisory Committee (ELAC). Additionally, parents can join district-level groups like the Superintendent's Parent Advisory Council (SPAC), District English Learners Advisory Committee (DELAC) and AUHSD Parent Leadership Academy(PLA).

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	820	792	232	29.3
Female	397	387	117	30.2
Male	423	405	115	28.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	--	--	--
Asian	61	59	5	8.5
Black or African American	16	14	6	42.9
Filipino	11	11	0	0.0
Hispanic or Latino	667	645	198	30.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	36	36	16	44.4
English Learners	266	257	89	34.6
Foster Youth	11	--	--	--
Homeless	73	70	22	31.4
Socioeconomically Disadvantaged	760	733	221	30.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	139	138	54	39.1

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

C. Engagement	**State Priority: School Climate** The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.63	5.99	4.15	3.78	4.06	3.03	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.15	0.00
Female	3.27	0.00
Male	4.96	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.78	0.00
English Learners	4.89	0.00
Foster Youth	9.09	0.00
Homeless	2.74	0.00
Socioeconomically Disadvantaged	4.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.91	0.00

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

2025-26 School Safety Plan

The school's Comprehensive School Safety Plan (CSSP) was last updated in March 2024. It is currently being reviewed and updated during this semester, with a final review scheduled for February by the School Site Council (SSC). The plan was also discussed with faculty and a student representative during the update process. Key elements of the plan include emergency procedures such as earthquake/fire drills, which occur once per semester (2 total), and lockdown drills, which are also conducted twice per semester (4 total). Additionally, advisory lessons are provided to students on how to respond during drills, followed by reflective lessons to reinforce the learning. The plan also includes provisions for equipping teachers with essential emergency supplies, such as emergency cards, student accountability forms, bright vests, and large visual signage to help students follow teachers during evacuations. Teachers are also provided with pens and clipboards for drills, ensuring they can take notes and maintain order. Every classroom is equipped with an emergency bucket, containing supplies for immediate use during emergencies. The safety plan is regularly reviewed and discussed to ensure the safety of all students and staff.

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	16	23	2
Mathematics	23	13	23	0
Science	24	9	23	2
Social Science	23	10	24	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	11	12
Mathematics	28	8	4	18
Science	29	7	4	18
Social Science	29	7	3	19

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	3	16
Mathematics	29	5	5	15
Science	28	7	3	16
Social Science	29	5	6	14

2024-25 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	281.33

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$15,307	$3,719	$11,588	$103,187
District	N/A	N/A	10,142	$118,909
Percent Difference - School Site and District	N/A	N/A	13.3	-7.1
State	N/A	N/A	$11,146	$113,595
Percent Difference - School Site and State	N/A	N/A	7.3	1.5

Fiscal Year 2024-25 Types of Services Funded

Title I Funding:
Title I funds are dedicated to supporting low-achieving students, particularly in high-poverty schools. These funds provide additional academic support and learning opportunities needed to help disadvantaged students keep pace with their peers. This includes resources such as a bilingual aide in the classroom, monitoring of students with disabilities (SWD) and English learners (PL), before and after-school tutoring four days a week, and targeted SWD and PL tutoring. Title I also supports attendance monitoring to encourage timely class participation and contributes to the AVID program and services. In addition, it helps fund essential staffing positions within the campus.

LCFF – Supplemental Grant:
The LCFF Supplemental Grant aims to provide additional funding, equal to 20% of the adjusted LCFF base grant, to support disadvantaged students who need extra resources to succeed.

S&C (LCFF) – Concentration Grant:
The Concentration Grant offers further funding, equal to 50% of the adjusted LCFF base grant, for districts with over 55% of students identified as disadvantaged. This funding also helps address social-emotional needs by supporting the hiring of a full-time social worker and providing additional classroom staffing.

Title IV Funding:
Title IV funds are allocated to enhance Physical Education programs and support safe, healthy student activities, including Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), and Gang Prevention initiatives.

Community School Funding:
This five-year grant is designed to strengthen community engagement by funding a Teacher on Special Assignment (TOSA) for three periods and a coordinator to help meet the needs of the program, fostering stronger relationships within the community.

CSI Funding:
The CSI funding is used to address critical areas such as high chronic absenteeism, low academic performance, and increased suspension rates through focused interventions aimed at improving student outcomes.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$63,781	$67,238
Mid-Range Teacher Salary	$109,375	$106,841
Highest Teacher Salary	$139,964	$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$149,574	$167,233
Average Principal Salary (High)	$163,653	$193,950
Superintendent Salary	$328,935	$314,304
Percent of Budget for Teacher Salaries	26.83%	29.51%
Percent of Budget for Administrative Salaries	3.71%	4.87%

Professional Development

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program that is hosted and led by AUHSD. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Evidence-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Ball Junior High School has weekly professional development opportunities on Thursday's late start days. The time is utilized by departments, specialized programs, focus teams, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences. At Ball Junior High, staff members also partake in professional development that is centered on AUHSD's initiative including the 5C's, Capstone, and Career Preparedness Systems Framework (CPSF). Teachers also participate in data dives that allows them to analyze street data, comprehensive needs assessment, California dashboard results, attendance data, grades, and other data to drive instruction. Professional development is also conducted for the implementation and expansion of Universal design for learning, culturally relevant teaching, cross curricular lesson design, and to ensure that accommodations are embedded to allow students with special needs to access the curriculum.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4