

Farmersville Unified School District

Farmersville Junior High School

2010-2011 School Accountability Report Card

Published During the 2011-12 School Year

Serving Grades Six
through Eight

650 North Virginia St.
Farmersville, CA 93223
Ph: (559) 747-0764

<http://www.farmersville.k12.ca.us/jrhigh/index.html>

Richard Albay
Principal

Iliana Hernandez
Assistant Principal

Board of Trustees

Alice Lopez, President
Alex Reyes, Clerk
John Vasquez, Trustee
Al Vanderslice, Trustee
Don Mason, Trustee



Principal's Message

The 2011-12 school year at Farmersville Jr. High School holds many challenges and fun-filled events. We encourage you to be an informed parent by reading our monthly newsletters, visiting our website, and communicating with your child on a daily basis about the events taking place at Farmersville Jr. High School. We welcome your phone calls and visits to our school.

I encourage all parents to be actively involved with our school events and with our school meetings. It has been our experience that one of the strongest motivators a child can have is a parent who constantly reinforces the importance of education through word and deed. We hope that you will find the best way for you and your family to attend and participate in the many special activities that we have designed for the upcoming year.

Sincerely,
Mr. Albay

School Description

Farmersville Jr. High School is a "SAFE PLACE TO SUCCEED." Farmersville Jr. High School students are life-long learners and are provided the maximum opportunities to succeed in a safe environment and to be prepared for the future challenges that await them. Parents, administration, teachers, and the community, work together to provide students with the necessary resources and assistance to move them forward and

into the 21st century. Farmersville Jr. High School staff believes that all students are life-long learners and all students will achieve and succeed. Farmersville Jr. High School staff has high expectations of students. Farmersville Jr. High School is a place where teachers instruct and students learn. This is accomplished through the continued strive towards a safe and orderly campus.

Farmersville Jr. High School administration provides its staff with the necessary teacher professional development to assist student learning. Farmersville Jr. High School monitors its current curricular programs to maximize student achievement. It is the vision of the Farmersville Jr. High School to challenge its teachers and staff to be professionally prepared but more importantly to challenge students academically with a structured and vigorous curriculum that prepares students for high school. It is also equally important to teach students to become good decision makers, independent thinkers, and citizens.

School Profile

Located in California's San Joaquin Valley, Farmersville is an agricultural based community of approximately 10,000 people nestled at the foot of the Sierra Nevada Mountains. Farmersville is located in Tulare County, which has diverse cultures and economic levels. The median household income is about \$27,682. Farmersville is a quiet and relatively safe place to live with the violent crime rate being just 5.4 per 1,000 people. The city is small, covering just 1.9 square miles. The city has a rich culture and hosts community events including an annual Memorial Day Parade, Fall Festival, Christmas Tree Lighting, and other events.

During the 2010-11 school year, the school served 589 students in grades six through eight, on a traditional calendar schedule.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	0.3%
American Indian	0.2%
Asian	0.5%
Filipino	-
Hispanic or Latino	94.4%
Pacific Islander	-
White	4.6%
Two or More	-
None Reported	-

Discipline & Climate for Learning

Farmersville Junior High School has found that academics and discipline are the foundation on which to build an effective school. The goal of Farmersville Junior High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school believes students who develop a sense of personal responsibility will mature both academically and emotionally.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	330	421	178	781	936	246
Suspension Rate	57.5%	72.3%	30.2%	30.5%	36.3%	9.4%
Expulsions	1	0	0	3	2	0
Expulsion Rate	0.2%	0.0%	0.0%	0.1%	0.1%	0.0%

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic, extracurricular, and enrichment activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Boys and Girls Club
- Baseball
- Guitar Class
- Football
- Volleyball
- Soccer
- Wrestling
- Softball
- Basketball

School Enrollment & Attendance

Regular daily attendance is a priority at Farmersville Junior High School. Parents are notified of absences through phone calls, letters, and parent meetings. Parents are advised to schedule all appointments for their child after school hours. Good attendance is encouraged through motivational incentives, including attendance awards.

Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the District's School Attendance Review Board (SARB). Students are referred to SARB if they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling do not resolve the situation.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
6th	197	203	193
7th	184	200	208
8th	193	179	188

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Farmersville Junior High office at (559) 747-0764 or visit the school's webpage, <http://www.farmersville.k12.ca.us/jrhigh/index.html>.

Class Size

Parent volunteers and instructional aides assist teachers in the classroom. The table indicates the average class size, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
6	-	-	25	-	-	-	-	-	-	-	-	-
7	-	-	25	-	-	-	-	-	-	-	-	-
8	-	-	25	-	-	-	-	-	-	-	-	-
By Subject Area												
English	20	21	-	12	-	-	6	18	-	-	-	-
Mathematics	21	21	-	17	-	-	12	18	-	-	-	-
Science	22	20	-	10	27	-	7	13	-	-	-	-
Social Science	23	20	-	8	27	-	8	15	-	-	-	-

Instructional Materials

The school district held a public hearing on September 27, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in November 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	McDougal Littell	2008	Yes	0.0%
6th-8th	History/Social Science	McDougal Littell	2006	Yes	0.0%
6th-8th	Mathematics	Harcourt School Publishers	2007	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2006	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%
6th-8th	Mathematics	Prentice Hall	2006	Yes	0.0%
6th-8th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%

Library Information

The school's library, staffed by a full-time Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before school, during lunch, and after school.

Four computer workstations within the library are connected to the Internet allowing students to access resources and information online.

Computer Resources

All classrooms have at least two computer workstations connected to the Internet. Farmersville Junior High also has two computer labs containing a combined total of 59 computer workstations. One computer lab is staffed by a computer teacher and the other is open for individual classroom use during school hours. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Study Island.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Farmersville or the neighboring city of Visalia, which contain numerous computer workstations.

Counseling & Support Staff

It is the goal of Farmersville Junior High School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor-to-pupil ratio is 1:589. The table lists the support service personnel available at Farmersville Junior High.

To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. In addition to regular classroom teaching assignments, Farmersville Junior High School has specially trained staff who provide services in the following areas:

- English Language Development
- Resource Specialist Program
- Special Day Class
- Inside Program

Special Education services are provided through the Resource Specialist Program. Students identified receive differentiated instruction on a pull-out basis. Identified students meet with Special Day Class teachers for three periods of the school day.

English Language Learner (ELL) students are integrated as much as possible. The Inside Program is in place for all ELL students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
AVID Tutor	1	1.0
Counselor	1	1.0
Librarian	1	1.0
Migrant Aides	2	1.5
Nurse	1	As Needed
Outreach Counselor	1	1.0
RSP Aide	2	2.0
Special Day Class (SDC) Teacher	1	1.0

Parent Involvement

Farmersville Junior High greatly benefits from its supportive parents. Various opportunities are provided for parents to take an active role in their child's education. Parents are encouraged to attend meetings or events such as School Site Council and District English Language Acquisition Committee (DELAC) meetings to obtain information the operation and policy making processes of our school and district. Events such as Back-to-School Night, Open House, Parent Education Nights, award ceremonies and field trips provide additional opportunities for parent involvement.

Parents participate in Parent Conference Week, teacher/parent conferences throughout the year, Student Success Team (SST) meetings, Individual Education Plan (IEP) meetings, and other meetings requested by teachers or an administrator.

Parents and guardians are informed of school activities through notes home, announcements on the school marquee, a parent/student handbook, Teleparent (automatic phone calls), and prospectus outlining course content and requirements. In addition, each school year parents, teachers, and administrators sign a parent compact that outlines support for their student.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Leadership

Leadership at Farmersville Junior High School is a responsibility shared between district administration, the principal, assistant principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past four years, leadership duties have been assumed by Principal Richard Albay. Principal Albay has 16 years of experience in education and has served as an Assistant Principal and classroom teacher. Assistant Principal Iliana Hernandez has 10 years of experience in education and has serves as a school counselor.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	26	35	35	26	32	33	50	52	54
Mathematics	32	34	37	33	35	40	46	48	50
Science	44	32	36	33	34	34	50	53	56
History/Social Science	26	25	27	24	25	29	41	44	48

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	33	40	34	29
School	35	37	36	27
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	35	38	37	28
Pacific Islander	*	*	*	*
White	33	30	*	*
Males	29	34	39	28
Females	41	41	32	26
Socioeconomically Disadvantaged	35	37	36	28
English Learners	7	15	5	5
Students with Disabilities	4	8	*	*
Migrant Education	33	42	64	43
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2004-2005	-
Year in PI (2011-12)	Year 5	-
# of Schools Currently in PI	-	6
% of Schools Identified for PI	-	100.00%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the current Growth API at the school, district, and state level.

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	543	701	1,829	715	4,683,676	778
Hispanic or Latino	516	705	1,722	717	2,406,749	729
White	22	616	84	685	1,258,831	845
Socioeconomically Disadvantaged	475	701	1,587	715	2,731,843	726
English Learners	306	667	1,160	695	1,521,844	707
Students with Disabilities	24	360	90	504	521,815	595

API School Results			
	2008	2009	2010
Statewide	2	2	2
Similar Schools	4	5	6
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	25	15	8
Hispanic or Latino			
Actual API Change	31	9	13
Socioeconomically Disadvantaged			
Actual API Change	25	15	8
English Learners			
Actual API Change	35	3	-

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Physical Fitness

In the spring of each year, Farmersville Junior High is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2010-11 school year 29.8% of 7th grade students met six out of six fitness standards.

Teacher Assignment

Farmersville Unified recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Farmersville Junior High had 30 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	31	30	30	-
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Safe School Plan

Safety of students and staff is a primary concern of Farmersville Junior High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually in the winter. All revisions are communicated to the both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before school, at lunch, and after school by certificated staff, aides, and administration.

School Facilities

Farmersville Junior High School facilities were built in 1979. The campus consists of 12 permanent classrooms, 14 portable classrooms, a library, two computer labs, a cafeteria/gym, administrative offices, a staff lounge, and a playground.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Maintenance & Repair

The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community. A work order process is used to ensure efficient service and highest priority to emergency repairs.

Cleaning Process & Schedule

A team of three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe every day. At the time of publication 100% of the schools restrooms were in working order.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year the District allocated \$100,000 for deferred maintenance program. This represents 0.45% of the District's general fund budget.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

School Facility Conditions

Date of Last Inspection: 12/07/2011

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Multi-Use Room - Drinking fountain right outside locker has one fountain that doesn't work and the other has low water pressure. Drinking fountain in field cracked, has sharp edges and broken section could be a possible safety issue.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2009-10 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state. The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$40,672
District	\$63,599
Percentage of Variation	-36.05%
School & State	
All Unified School Districts	\$63,062
Percentage of Variation	-35.51%

Teacher & Administrative Salaries as a Percentage of Total Budget

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	\$40,672	\$39,074
Mid-Range Teachers	\$61,221	\$60,172
Highest Teachers	\$73,932	\$78,468
Elementary School Principals	\$89,234	\$95,926
Middle School Principals	\$89,327	\$99,356
High School Principals	\$105,149	\$107,041
Superintendent	\$138,994	\$148,555
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.5%	38.8%
Administrative Salaries	5.9%	6.0%

District Expenditures

Farmersville Unified School District spent an average of \$9,223 to educate each student (based on 2009-10 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,660
From Restricted Sources	—
From Unrestricted Sources	—
District	
From Unrestricted Sources	\$4,584
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-

District Revenue Sources

In addition to general state funding, Farmersville Junior High receives state and federal funding for the following categorical funds and other support programs:

- Title I
- Title II
- Title IV
- Title I Stimulus
- Special Education Stimulus
- SFSF
- Agricultural Vocational Education
- Economic Impact Aid/ State Compensatory Education
- Pupil Retention Block Grant
- GATE
- Special Education
- Agricultural Vocational Education Incentive

Data Sources

Data within the SARC was provided by the school district, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.