

# Farmersville Junior High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Farmersville Junior High School
<b>Street</b>	650 North Virginia Street
<b>City, State, Zip</b>	Farmersville, CA 93223
<b>Phone Number</b>	(559) 747-0764
<b>Principal</b>	Manuel Mendez
<b>E-mail Address</b>	mmendez@farmersville.k12.ca.us
<b>Web Site</b>	www.farmersville.k12.ca.us
<b>CDS Code</b>	54-75325-6100275

<b>District Contact Information</b>	
<b>District Name</b>	Farmerville Unified School District
<b>Phone Number</b>	559-592-2010
<b>Superintendent</b>	Randy De Graw
<b>E-mail Address</b>	rdegrow@farmersville.k12.ca.us
<b>Web Site</b>	www.farmersville.k12.ca.us

### School Description and Mission Statement (School Year 2018-19)

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**Mission Statement:**

FJHS provides safe educational environments preparing students for future opportunities.

**Vision Statement:**

In order to improve student achievement, our staff will demonstrate an overall knowledge of content and consistency in best practices, knowing that a positive environment will allow a level of self-awareness and coachable experiences in a professional and positive school culture.

**School Description:**

Farmersville Jr. High School will provide students with educational tools and course work for them to become responsible students who are life-long learners. We believe every student can learn and our mission is to find the modality that fits their need. We are committed to ensure an excellent education for all students and we will accomplish this task by providing rigorous lessons and instruction that will bring out the greatness that dwells within all of our students. One of our goals is to encourage and educate students to be confident, knowledgeable, respectful, responsible and productive citizens in an ever changing world.

Our staff utilizes various teaching techniques to meet the student’s learning styles. We use technology to assist in the instruction of our lessons. APPLE technology, Google classrooms, Illuminate and Renaissance Learning are just some tools we use to compile data to help prepare lessons that will advance our students academically and to help them think more critically about what they are learning. Students will be provided the maximum opportunities to succeed in a safe environment and be prepared for the future challenges that await them.

We encourage parents to be actively involved with our school events. We will work tirelessly to ensure that our students are welcomed and we will provide an atmosphere that is positive, caring and focused on learning. Parents, administration, teachers and the community members, will work together to provide students with the necessary resources and assistance to move them forward into the 21st century.

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 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. Farnesville 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:**

Farmersville Jr. High School is located on the southeast side of the town of Farmersville, six miles east of the city of Visalia. Located in California’s San Joaquin Valley, Farmersville is an agriculturally 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 \$33,853. The city is small, covering just 1.9 square miles. The Farmersville Jr. High School serves approximately 410 students in grades seventh, and eighth, of which 92.5% are Hispanic and 6.2 % are White (non-Hispanic), and another 1.3% African American, Asian, and other ethnic groups. The city has a rich culture and hosts community events including an annual Memorial Day Parade, Fall Festival, Christmas Tree Lighting, and other events.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 7	211
Grade 8	204
<b>Total Enrollment</b>	<b>415</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	0.5
Filipino	0.0
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0.0
White	6.0
Socioeconomically Disadvantaged	85.8
English Learners	28.0
Students with Disabilities	3.9
Foster Youth	0.5

**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.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	18	21	20	112
Without Full Credential	3	0	2	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 20, 2018

The school district held a public hearing on August 28, 2018 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 August 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2017	Yes	0
Mathematics	Houghton Mifflin 2015	Yes	0
Science	McGraw Hill (Glencoe) 2007	Yes	0
History-Social Science	McDougal Littell 2003 Prentice Hall 2003	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Farmersville Junior High School facilities were built in 1979. The campus consists of 12 permanent classrooms, 10 portable classrooms, a library, two computer labs, a cafeteria/gym, administrative offices, a staff lounge, 2 Afterschool Program classrooms and a playground.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 9/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 9/2018	
Overall Rating	Exemplary

## 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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	22.0	17.0	21.0	23.0	48.0	50.0
Mathematics (grades 3-8 and 11)	11.0	5.0	12.0	12.0	37.0	38.0

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	420	413	98.33	17.19
Male	209	206	98.56	13.59
Female	211	207	98.10	20.77
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	390	383	98.21	15.93
White	25	25	100.00	32.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	365	358	98.08	15.64
English Learners	243	238	97.94	11.34
Students with Disabilities	13	13	100.00	0.00
Students Receiving Migrant Education Services	20	20	100.00	5.00
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	420	417	99.29	5.04
Male	209	209	100	7.18
Female	211	208	98.58	2.88
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	390	387	99.23	4.65
White	25	25	100	8
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	365	363	99.45	4.41
English Learners	243	243	100	2.06
Students with Disabilities	13	13	100	0
Students Receiving Migrant Education Services	20	20	100	5
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	26.7	28.2	17.5

Note: 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

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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 PIQE which is the parent institute for quality education, School Site Council and District English Language Advisory Committee (DELAC) meetings to obtain information on 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.

We encourage parents to be actively involved with our school events. We will work tirelessly to ensure that our students are welcomed and we will provide an atmosphere that is positive, caring and focused on learning. Parents, administration, teachers and the community members, will work together to provide students with the necessary resources and assistance to move them forward into the 21st century.

For information regarding organized opportunities for parental involvement, please contact the School Community Liaison or Principal in the main office at (559) 747-0764



## 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	13.7	6.6	8.3	6.4	6.4	5.1	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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, during break/lunch, and after school by certificated staff, aides, and administration.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	22.0	8	8		25.0	6	18		26.0	5	25	
<b>Mathematics</b>	24.0	4	14						25.0	4	14	
<b>Science</b>	30.0		10	2	26.0	2	15		25.0	3	11	
<b>Social Science</b>	26.0	3	11		28.0	4	7	3	28.0	1	14	

Note: Number of classes indicates how many classrooms 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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>	0.5	N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1.0	N/A
<b>Psychologist</b>	.16	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>	.16	N/A
<b>Speech/Language/Hearing Specialist</b>	.16	N/A
<b>Resource Specialist (non-teaching)</b>	2.0	N/A
<b>Other</b>	1.0	N/A

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

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,585	\$890	\$6,695	\$73,049
District	N/A	N/A	\$9,136	\$70,130
Percent Difference: School Site and District	N/A	N/A	-30.8	4.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-6.2	2.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

- Title I
- Title II
- Title III
- ASES
- LCFF
- Special Education

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,437	\$45,681
Mid-Range Teacher Salary	\$71,346	\$70,601
Highest Teacher Salary	\$86,158	\$89,337
Average Principal Salary (Elementary)	\$97,743	\$110,053
Average Principal Salary (Middle)	\$100,182	\$115,224
Average Principal Salary (High)	\$109,196	\$124,876
Superintendent Salary	\$132,826	\$182,466
Percent of Budget for Teacher Salaries	30.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

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.