

Farmersville Junior High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information	
School Name	Farmersville Junior High School
Street	650 North Virginia St.
City, State, Zip	Farmersville, CA 93223-1120
Phone Number	(559) 747-0764
Principal	Mr. Chris Sanchez
Email Address	csanchez@farmersville.k12.ca.us
School Website	https://www.farmersville.k12.ca.us/fjhs
Grade Span	7-8
County-District-School (CDS) Code	54-75325-6100275

2024-25 District Contact Information	
District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Mr. Manuel Mendez
Email Address	mmendez@farmersville.k12.ca.us
District Website	www.farmersville.k12.ca.us

2024-25 School Description and Mission Statement
<p>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 \$38,360. The city is small, covering just 1.9 square miles. The Farmersville Jr. High School serves approximately 400 students in grades seventh, and eighth, of which 96.51% are Hispanic and 2.95 % are White (non-Hispanic), 0.54% 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.</p>

2024-25 School Description and Mission Statement

School Culture:
Farmersville Jr. High School provides students with the educational tools and course work to become responsible life-long learners. We believe every student can learn and our mission is to find the modality that fits their learning need. We are committed to ensuring an excellent education by providing rigorous lessons and instruction for all students. Our goal is to encourage and educate students to be prepared, respectful, show integrity, determination and strive for student engagement. We encourage parents to be actively involved with school events. Parents, teachers, administration and the community members, will work together to provide students the necessary resources and assistance to move them forward into the 21st century.

Mission Statement: Farmersville Jr. High School pledges to equitably educate students to be prepared, respectful, show integrity, have determination and be engaged (PRIDE) in order for students to be college or career bound.

Vision Statement: Farmersville Jr. High School pledges to be student driven by promoting the following virtues of Fortitude, Accountability, Loyalty, Compassion, Optimism, Nobility and Self-discipline (FALCONS) with our middle school students as they pursue their educational careers at high school and beyond.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	195
Grade 8	178
Total Enrollment	373

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
Asian	0.5
Hispanic or Latino	96.5
White	2.9
English Learners	33.2
Foster Youth	0.5
Homeless	0.8
Migrant	5.6
Socioeconomically Disadvantaged	86.3
Students with Disabilities	8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.80	71.91	94.20	79.47	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	9.07	6.10	5.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	11.35	6.80	5.77	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.85	2.90	2.52	12115.80	4.41
Unknown/Incomplete/NA	0.50	2.77	8.30	7.04	18854.30	6.86
Total Teaching Positions	20.60	100.00	118.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.70	81.19	106.20	79.41	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	9.50	6.20	4.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	2.89	8.60	6.49	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	5.96	2.90	2.21	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.37	9.60	7.21	15831.90	5.67
Total Teaching Positions	21.80	100.00	133.80	100.00	279044.80	100.00

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

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)	15.90	68.32	99.20	77.23	231142.40	100.00
Intern Credential Holders Properly Assigned	1.70	7.50	7.70	6.03	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	8.79	10.00	7.82	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	3.56	4.20	3.29	11746.90	4.23
Unknown/Incomplete/NA	2.70	11.79	7.20	5.62	14303.80	5.15
Total Teaching Positions	23.30	100.00	128.50	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.30	0.00	0
Misassignments	0.90	0.60	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.30	0.60	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.60	0.8
Local Assignment Options	0.00	0.60	0
Total Out-of-Field Teachers	1.00	1.30	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.40	2	10.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.50	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on August 27, 2024 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 on August 2, 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

August 2, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill (Study Sync) 2017/Digital Access	Yes	0
Mathematics	Houghton Mifflin (GoMath!) 2015	Yes	0
Science	Houghton Mifflin (Science Dimensions) 2020/Digital Access	Yes	0
History-Social Science	National Geographic 2019/Digital Access	Yes	0
Foreign Language	Wayside (Entre Culturas Levels 1-4) 2021/Digital Access	Yes	0
Health	Health & Science- Farmersville Jr. High school health education is embedded in the science adoption.	Yes	0

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

School Facility Conditions and Planned Improvements

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.

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. Any items that would be noted in the table would have been corrected or are in the process of remediation at the time of the SARC posting.

Year and month of the most recent FIT report				October 28, 2024	
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				
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				
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 Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	23	34	21	27	46	47
Mathematics (grades 3-8 and 11)	14	16	13	13	34	35

2023-24 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	377	373	98.94	1.06	34.32
Female	170	168	98.82	1.18	43.45
Male	207	205	99.03	0.97	26.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	365	361	98.90	1.10	34.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	112	108	96.43	3.57	12.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	327	325	99.39	0.61	33.54
Students Receiving Migrant Education Services	20	20	100.00	0.00	20.00
Students with Disabilities	37	37	100.00	0.00	5.41

2023-24 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	378	377	99.74	0.26	15.65
Female	170	170	100.00	0.00	14.71
Male	208	207	99.52	0.48	16.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	366	365	99.73	0.27	15.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	113	112	99.12	0.88	0.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	327	326	99.69	0.31	15.64
Students Receiving Migrant Education Services	20	20	100.00	0.00	25.00
Students with Disabilities	37	37	100.00	0.00	13.51

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	7.04	15.59	13.48	12.43	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	186	99.47	0.53	15.59
Female	80	80	100.00	0.00	16.25
Male	107	106	99.07	0.93	15.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	179	178	99.44	0.56	16.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	42	41	97.62	2.38	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	162	99.39	0.61	16.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	14.29

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT 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 5	96%	100%	99%	100%	99%
Grade 7	97.4%	97.9%	98.4%	99.5%	98.4%
Grade 9	93.4%	97.5%	98%	95.5%	96.5%

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.

2024-25 Opportunities for Parental Involvement
<p>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 7th and 8th grade Orientation, Back-to-School Night, Career Fair, Open House, Parent Education Nights (PIQE) Parents Involved in Quality Education, award ceremonies and field trips provide additional opportunities for parent involvement.</p> <p>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.</p> <p>Parents and guardians are informed of school activities through notes home, announcements on Parent Square and social media. Additionally, FJHS parent/student handbook has a variety of information for parents and students that is referred to throughout the school year. Plus, FJHS has platforms such as google classroom and AERIES systems reviewed in the classroom and parent functions.</p> <p>Parent Involvement Goals for this year are as follows:</p> <p>FJHS, in collaboration with our Parent Advisory groups and Site Plan, have established the following goals for improving parent involvement:</p> <ul style="list-style-type: none">• Increase opportunities for parents to learn about testing requirements and ways to help their student improve achievement.• Establish specific opportunities for parents to learn about standards in Math, ELA, and ELD and ways to help their student achieve in each area. <p>Involvement of Parents in the TITLE 1 Program</p>

2024-25 Opportunities for Parental Involvement

FJHS does the following to involve parents in the Title 1 program:

- Convenes an annual meeting to inform parents of Title 1 students of the requirements of Title 1 and their rights to be involved in the Title 1 program.
- Offers flexible meetings including SSC, orientations, informational nights, Back to School, and DELAC.
- Involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of our Title 1 programs as well as the Title 1 Parental Involvement Policies.
- Provides parents with timely information about all school programs including Title 1 programs through meetings, notices, personal phone calls, Tele-Parent Phone Messaging System and fliers.
- Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet through orientations, events, and notices.
- Invites parents of Title 1 students to participate in opportunities for regular meetings where decisions relating to the education of their children are discussed and planned.

School-Parent Compact

FJHS has a school-parent compact that was jointly developed with parents, staff, students, and the community. This compact outlines how students, parents, and staff will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California Content Standards, CASSPP and CELDT.

The school-parent compact describes the following items in addition to items added by parents of Title 1 students:

1. The school’s responsibility to provide high-quality curriculum and instruction.
2. The parents’ responsibility to support their children’s learning.
3. The importance of ongoing communication between parents and teachers through progress and grade reports, notes, access to staff, phone calls, conferences, Student Study Team meetings, and other communication strategies.

The school-parent compact was drafted and developed with input from stakeholders in meetings. Staff participation in staff meetings and SSC provided access for staff. Parent input was developed through parent meetings where parents had the opportunity to draft ideas, edit, and make suggestions. Student input was gained through student leadership meetings as well as student participation in SSC.

Building Capacity for Involvement

FJHS engages all parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Provides educational opportunities for parents to assist them with understanding policies, procedures, content standards, assessments, monitoring student progress and becoming involved in the school decision making process. Examples include Parent Group meetings where presentations are made by staff, and other support agencies. In addition, all families receive packets at the beginning of each year (in English and Spanish) that includes updated policies and requirements.
2. Provides materials and training to help all parents work with their children to improve their children’s achievement. Parents also receive information, materials and training to help parents develop strategies to work with their children through Student Study Teams. All students receive a Student Planning Agenda that serves as an organizational tool and as a form of home communication. The Student Planning Agenda provides all parents access to student’s daily assignments.
3. Provides staff training on the value of parent contributions and strategies to work with parents as equal partners. Staff is also involved in committees, SSC and other organized meetings.
4. Distributes information to all parents related to school, parent programs, and meetings in a form and language that parents understand. FUSD utilized ParentSquare and TELE-PARENT Phone Messaging System that incorporates both English and Spanish messages to target groups.
5. Provides support for parental involvement activities requested by Title 1 parents.

Accessibility

Farmersville Jr. High School is committed to providing opportunities for the maximum growth and development of each individual student. This commitment includes the involvement of parents, volunteers, and community partnerships. FJHS strives to ensure that each year is a positive and successful experience for students and their families. Opportunities for

2024-25 Opportunities for Parental Involvement

parents and the community to access our program are facilitated through:

- Student Study Team Meetings (SST)
- Parent Forums Bi-Monthly
- School Site Council meetings (SSC)
- Athletic events and activities
- Culture Night
- 7th and 8th grade Orientations
- Classroom visits
- Open House
- Back to School Night
- Awards programs; academic and extra-curricular activities
- Classroom, club, and activity volunteers
- FALCON Announcements - Intercom, Instagram
- Community Service Projects
- Back to School packets
- Student handbooks/agendas
- Home visits
- Progress Reports
- Fall and Spring Orientations
- Club activities
- Nurse
- School Resource Officer
- Community Liaison / ParentSquare
- Parent Education Opportunities (PIQE)
- Parent Dashboard night
- FalconsNOW afterschool academic intervention TIER#2
- FalconsNEXT afterschool academic intervention TIER#3

Falcon 5 - Tier 2 PBIS system.

We encourage parents to be actively involved with all school events. We work tirelessly to ensure all students are welcomed and provided an atmosphere that is positive, caring and focused on learning. Parents, students, teachers, administration, and Farmersville community, work together to provide students the necessary resources 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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	392	389	48	12.3
Female	177	176	25	14.2
Male	215	213	23	10.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	376	374	45	12.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	13	3	23.1
English Learners	132	131	17	13.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	340	338	45	13.3
Students Receiving Migrant Education Services	22	22	2	9.1
Students with Disabilities	37	37	6	16.2

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.31	19.3	19.13	3.96	5.46	5.95	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.08	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	19.13	0.00
Female	12.43	0.00
Male	24.65	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	18.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	28.57	0.00
English Learners	21.97	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	19.71	0.00
Students Receiving Migrant Education Services	9.09	0.00
Students with Disabilities	16.22	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.

2024-25 School Safety 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.

2024-25 School Safety Plan

The school’s disaster preparedness plan includes steps for ensuring all students and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Adaptations of routines and emergency disaster procedures for pupils and staff with disabilities have been communicated with all. All state required drills are held as needed. Plan and procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies has been discussed by our district office. Students are supervised before school, during break/lunch, and after school by certificated staff, aides, and administration. Each room in the facility has a time crisis flip chart to refer to as well. If a drill or event does occur, there is always a follow up on best practices.

Our safety plan will be reviewed at our next SSC meeting 12/11/2024.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	46	29	
Mathematics	13	48	20	
Science	13	16	4	
Social Science	14	21	7	

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	24	18	
Mathematics	22	15	25	
Science	22	5	5	
Social Science	22	8	9	

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	24	8	26	
Mathematics	26	3	24	
Science	22	5	5	
Social Science	22	11	6	

2023-24 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	186.5

2023-24 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.7

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	11427	1474	9953	91325
District	N/A	N/A	15756	94324
Percent Difference - School Site and District	N/A	N/A	-45.1	-3.2
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-7.9	4.1

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received federal and state aid for the following categorical, special education, and support programs:

Federal Programs

- Title I, Part A, Compensatory Education
- Title I, Part C, Migrant Education
- Title II, Part A, Improving Teacher Quality
- Title II, Part D, Enhancing Education Through Technology
- Title III, Limited English Proficient
- Title IV Part A SSAE
- ESSER I, II, & III
- IDEA, Special Education

State Programs - Supplemental and Concentration Funds, Child Development Programs

The students at Farmersville Jr. High School benefit from research-proven interventions that are designed to address the individual needs of all our students. Here are the services provided at the school:

- Teachers, in ELA and Math, who have added an additional period, to dedicate time in order to plan, organize and review curriculum and data. This process is part of our RTI model that addresses standard needs.
- 5 paraprofessionals to work alongside teachers to provide students with more assistance.
- Learning Centers focused on working with students with a specifically identified special need.
- Behavior Intervention Technician and 4 paraprofessionals to assist with coordination and implementation of Positive Behavior Interventions and Supports (PBIS).
- A behavioral counselor to assist with the social and emotional needs of the students, as well as provide instruction for College and Career readiness.
- Continuous pre and post SSTs to track and determine best practices for students who need help academically, behaviorally, or socially.
- Expanded Learning Opportunities available for all students after school from 2:30PM to 6:00PM daily.
- Intersession offered every year during long breaks, as well as a 3-week summer school offered to interested students.
- Various partnerships with Tulare County Office of Education in order to address student social, academic and behavioral needs.
- Partnership with PIQE in order to enhance our communication with the families of our community.

Fiscal Year 2023-24 Types of Services Funded

Secondly, site based supports at Farmersville Jr. High School include providing students and staff additional support with our site-based teachers on special assignment (TOSAs). We currently have one TOSA who is our academic coach. This TOSA communicates with all teachers regarding data, curriculum and best instructional practices. Data is based on interim assessments at our site. Once data is gathered RTI and best practices are emphasized in the classroom in order to monitor standard progress. Additionally, our TOSA is focusing on our new teachers so that our new teachers feel welcomed, informed and professionally developed to provide the best instruction for our students. We also have a behavioral counselor that helps support students behaviorally, socially and emotionally. This counselor helps build connection and establish student voice for our staff and parents. In the last year, we have been able to schedule a homeroom every Monday at the end of the day. Our behavioral counselor assists with organizing curriculum that touches on various topics in order to boost social emotional learning. Additionally, our behavioral counselor assist with partnering with outside resources in order to bring awareness of student needs found in 1-1, SSTs, and community conversation.

Lastly, the students at Farmersville Jr. High School benefit from many other research-proven interventions that are designed to address the individual needs of all of our students. Here are some examples:

- Our school library is open all day and students are welcome to check out books anytime.
- ELOP has a designed program with tutoring, STEM activities and extra curricular opportunities for students all year.
- Student Study Team meetings are held with administration, teachers, and parents to determine best practices for students who need help academically, behaviorally, or socially.
- A Behavior Counselor works full-time to coordinate student supports and teaching skills.
- Intervention teachers support students in reading, writing, and math as scheduled by the classroom teachers.
- The district offers professional development after school, as well as staff training during in-service days
- A full-time psychologist works on site to support students and complete assessments as needed.
- A full-time counselor works on site to support students with social, behavioral, and academic needs.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$60,197	\$54,930
Mid-Range Teacher Salary	\$86,874	\$85,386
Highest Teacher Salary	\$109,144	\$111,172
Average Principal Salary (Elementary)	\$132,256	\$136,564
Average Principal Salary (Middle)	\$137,228	\$141,339
Average Principal Salary (High)	\$147,172	\$153,241
Superintendent Salary	\$222,360	\$224,537
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

As part of the professional 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.

Professional Development

Additionally, the school staff participates in weekly Late Start Mondays to provide additional professional development (PD) and Professional Learning Collaborations (PLC) that include teacher training to support classroom instruction. FJHS is communicated to professional development and incorporates a welcome policy to such desired (PDs) as long as they are supported through the School Plan for Student Achievement (SPSA).

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	12	20