# Farmersville Junior High School

## 2021 School Accountability Report Card

**Farmersville Jr. High School**
650 North Virginia
Farmersville, CA 93223
*Tel: 559-747-0764 Fax: 559-747-2704*
*"Falcons Have Pride"*

## 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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

## 2021-22 School Contact Information

| | |
|---|---|
| **School Name** | Farmersville Junior High School |
| **Street** | 650 North Virginia Street |
| **City, State, Zip** | Farmersville, CA 93223 |
| **Phone Number** | (559) 747-0764 |
| **Principal** | Manuel Mendez |
| **Email Address** | mmendez@farmersville.k12.ca.us |
| **School Website** | www.farmersville.k12.ca.us |
| **County-District-School (CDS) Code** | 54-75325-6100275 |

## 2021-22 District Contact Information

| | |
|---|---|
| **District Name** | Farmerville Unified School District |
| **Phone Number** | 559-592-2010 |
| **Superintendent** | Dr. Paul Sevillano |
| **Email Address** | psevillano@farmersville.k12.ca.us |
| **District Website Address** | www.farmersville.k12.ca.us |

## 2021-22 School Overview

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 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.

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 confident, knowledgeable, respectful, responsible and productive citizens in an ever-changing world. 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 provides a safe educational environment that prepares 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 school environment will allow a level of self-awareness and teachable experiences in a professional and positive school culture.

## About this School

### 2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 7 | 192 |
| Grade 8 | 204 |
| Total Enrollment | 396 |

### 2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 49 |
| Male | 51 |
| American Indian or Alaska Native | 0.5 |
| Asian | 0.3 |
| Black or African American | 0.3 |
| Hispanic or Latino | 94.7 |
| English Learners | 34.3 |
| Foster Youth | 0.5 |
| Homeless | 0.8 |
| Migrant | 19 |
| Socioeconomically Disadvantaged | 94.2 |
| Students with Disabilities | 5.8 |

## 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

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

## 2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16 |
| Intern Credential Holders Properly Assigned | 0 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 |
| Unknown | 0 |
| Total Teaching Positions | 19 |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2019-20 |
|---|---|
| Permits and Waivers | 3 |
| Misassignments | 0 |
| Vacant Positions | 0 |
| Total Teachers Without Credentials and Misassignments | 3 |

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2019-20 |
|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0 |
| Local Assignment Options | 0 |
| Total Out-of-Field Teachers | 0 |

## 2019-20 Class Assignments

| Indicator | 2019-20 |
|---|---|
| **Misassignments for English Learners**<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 |
| **No credential, permit or authorization to teach**<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 |

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on August 24, 2021 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 24, 2021 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, 2021 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | McGraw Hill 2017 | Yes | 0 |
| **Mathematics** | Houghton Mifflin (Go Math) 2015 | Yes | 0 |
| **Science** | Houghton Mifflin(HMH) 2020 | Yes | 0 |
| **History-Social Science** | National Geographic 2019 | Yes | 0 |
| **Foreign Language** | Holt, Rinehart & Winston (Ven Conmigo, Level 1) 2005 | Yes | 0 |
| **Health** | Health & Science- Farmersville Jr. High school health education is embedded in the science adoption. | Yes | 0 |
| **Visual and Performing Arts** | | | |
| **Science Laboratory Equipment** (grades 9-12) | | | |

## 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.

| | |
|---|---|
| **Year and month of the most recent FIT report** | 9/2021 |

| 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 | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **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).

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| **Mathematics** (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 398 | 375 | 94.22 | 5.78 | 22.13 |
| **Female** | 197 | 191 | 96.95 | 3.05 | 27.75 |
| **Male** | 201 | 184 | 91.54 | 8.46 | 16.3 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 377 | 354 | 93.9 | 6.1 | 22.03 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 17 | 17 | 100 | 0 | 23.53 |
| **White** | 0 | 0 | 0 | 0 | 0 |
| **English Learners** | 138 | 133 | 96.38 | 3.62 | 4.51 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 374 | 353 | 94.39 | 5.61 | 21.25 |
| **Students Receiving Migrant Education Services** | 18 | 18 | 100 | 0 | 33.33 |
| **Students with Disabilities** | 23 | 19 | 82.61 | 17.39 | 5.26 |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 398 | 362 | 90.95 | 9.05 | 5.80 |
| **Female** | 197 | 183 | 92.89 | 7.11 | 7.10 |
| **Male** | 201 | 179 | 89.05 | 10.95 | 4.47 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 377 | 343 | 90.98 | 9.02 | 5.83 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 17 | 16 | 94.12 | 5.88 | 6.25 |
| **White** | 0 | 0 | 0 | 0 | 0 |
| **English Learners** | 138 | 129 | 93.48 | 6.52 | 0.78 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 374 | 341 | 91.18 | 8.82 | 5.57 |
| **Students Receiving Migrant Education Services** | 18 | 17 | 94.44 | 5.56 | 17.65 |
| **Students with Disabilities** | 23 | 19 | 82.61 | 17.39 | 0.00 |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | N/A | 4.02 | N/A | 10.47 | N/A | 28.72 |

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 209 | 199 | 95.22 | 4.78 | 4.02 |
| **Female** | 97 | 94 | 96.91 | 3.09 | 4.26 |
| **Male** | 112 | 105 | 93.75 | 6.25 | 3.81 |
| **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** | 199 | 189 | 94.97 | 5.03 | 3.70 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 0 | 0 | 0 | 0 | 0 |
| **English Learners** | 77 | 74 | 96.10 | 3.90 | 0.00 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 203 | 193 | 95.07 | 4.93 | 4.15 |
| **Students Receiving Migrant Education Services** | 11 | 11 | 100.00 | 0.00 | 27.27 |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

## 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.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

## 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.

### 2021-22 Opportunities for Parental 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 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.

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, Tele-parent (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.

Parent Involvement Goals for this year are as follows....

FJHS, in collaboration with our Parent Advisory groups and Site Plan, have established the following goals for improving parent involvement:

- 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.

Involvement of Parents in the TITLE 1 Program

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

## 2021-22 Opportunities for Parental Involvement

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

- Student Study Team Meetings (SST)

## 2021-22 Opportunities for Parental Involvement

- 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 News "SWOOP"
- 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

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

## 2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 410 | 403 | 58 | 14.4 |
| Female | 201 | 198 | 20 | 10.1 |
| Male | 209 | 205 | 38 | 18.5 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 1 | 1 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 388 | 381 | 56 | 14.7 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0 | 0.0 |
| White | 0 | 0 | 0 | 0.0 |
| English Learners | 141 | 139 | 22 | 15.8 |
| Foster Youth | 4 | 3 | 0 | 0.0 |
| Homeless | 8 | 6 | 2 | 33.3 |
| Socioeconomically Disadvantaged | 386 | 380 | 57 | 15.0 |
| Students Receiving Migrant Education Services | 22 | 22 | 5 | 22.7 |
| Students with Disabilities | 27 | 25 | 8 | 32.0 |

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

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

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|---|---|---|---|---|---|---|
| Suspensions | 7.84 | 0.98 | 4.25 | 0.23 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 8.38 | 7.00 | 2.45 |
| Expulsions | 0.00 | 0.08 | 0.05 |

## 2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.98 | 0.00 |
| Female | 1.00 | 0.00 |
| Male | 0.96 | 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 | 1.03 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 1.42 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.78 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 3.70 | 0.00 |

## 2021-22 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.

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. Lockdown 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. Students are supervised before school, during break/lunch, and after school by certificated staff, aides, and administration.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 26 | 4 | 34 | |
| Mathematics | 25 | 7 | 16 | |
| Science | 22 | 6 | 5 | |
| Social Science | 27 | 1 | 14 | |

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 23 | 16 | 30 | |
| Mathematics | 24 | 12 | 20 | |
| Science | 24 | 2 | 10 | |
| Social Science | 24 | 5 | 11 | |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 26 | 10 | 32 | |
| Mathematics | 25 | 2 | 30 | |
| Science | 24 | 5 | 8 | |
| Social Science | 25 | 4 | 12 | |

## 2020-21 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 | 396 |

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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** | $9,327.00 | $818.00 | $8,509.00 | $65,966.00 |
| **District** | N/A | N/A | $10,853.00 | $77,871 |
| **Percent Difference - School Site and District** | N/A | N/A | -26.9 | 2.0 |
| **State** | | | $8,444 | $77,042 |
| **Percent Difference - School Site and State** | N/A | N/A | 0.8 | 1.2 |

## 2020-21 Types of Services Funded

- Title I
- Title II
- Title III

*Title IV

- ASES
- LCFF
- Special Education

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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** | $52,848 | $48,119 |
| **Mid-Range Teacher Salary** | $76,269 | $74,665 |
| **Highest Teacher Salary** | $95,820 | $98,160 |
| **Average Principal Salary (Elementary)** | $108,667 | $118,542 |
| **Average Principal Salary (Middle)** | $111,379 | $125,068 |
| **Average Principal Salary (High)** | $121,401 | $133,516 |
| **Superintendent Salary** | $147,674 | $194,199 |
| **Percent of Budget for Teacher Salaries** | 29% | 31% |
| **Percent of Budget for Administrative Salaries** | 5% | 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. Additionally, the school staff participates in weekly Late Start Mondays to provide additional professional development and Professional Learning Collaborations (PLC) that include teacher training to support classroom instruction.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 3 |

# Farmerville Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

| | |
|---|---|
| **District Name** | Farmerville Unified School District |
| **Phone Number** | 559-592-2010 |
| **Superintendent** | Dr. Paul Sevillano |
| **Email Address** | psevillano@farmersville.k12.ca.us |
| **District Website Address** | www.farmersville.k12.ca.us |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 1343 | 1238 | 92.18 | 7.82 | 21.58 |
| **Female** | 660 | 616 | 93.33 | 6.67 | 24.19 |
| **Male** | 683 | 622 | 91.07 | 8.93 | 19.00 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 1286 | 1183 | 91.99 | 8.01 | 21.07 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 40 | 39 | 97.50 | 2.50 | 23.08 |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 495 | 464 | 93.74 | 6.26 | 5.18 |
| **Foster Youth** | 12 | 11 | 91.67 | 8.33 | 18.18 |
| **Homeless** | 32 | 24 | 75.00 | 25.00 | 16.67 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 1266 | 1171 | 92.50 | 7.50 | 21.20 |
| **Students Receiving Migrant Education Services** | 87 | 85 | 97.70 | 2.30 | 18.82 |
| **Students with Disabilities** | 90 | 74 | 82.22 | 17.78 | 4.11 |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 1343 | 1183 | 88.09 | 11.91 | 8.63 |
| **Female** | 660 | 591 | 89.55 | 10.45 | 8.29 |
| **Male** | 683 | 592 | 86.68 | 13.32 | 8.97 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 1286 | 1136 | 88.34 | 11.66 | 8.55 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 40 | 33 | 82.50 | 17.50 | 9.09 |
| **White** | -- | -- | -- | | -- |
| **English Learners** | 495 | 454 | 91.72 | 8.28 | 3.53 |
| **Foster Youth** | 12 | 11 | 91.67 | 8.33 | 0.00 |
| **Homeless** | 32 | 22 | 68.75 | 31.25 | 0.00 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 1266 | 1119 | 88.39 | 11.61 | 8.14 |
| **Students Receiving Migrant Education Services** | 87 | 82 | 94.25 | 5.75 | 4.88 |
| **Students with Disabilities** | 90 | 72 | 80.00 | 20.00 | 4.17 |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.