

# Fred L. Thompson 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Fred L. Thompson Junior High School
<b>Street</b>	4200 Planz Road
<b>City, State, Zip</b>	Bakersfield, CA 93309
<b>Phone Number</b>	(661) 832-8011
<b>Principal</b>	Lana Martin
<b>Email Address</b>	lmartin2@pbvUSD.k12.ca.us
<b>School Website</b>	<a href="http://thompson.pbvUSD.k12.ca.us/">http://thompson.pbvUSD.k12.ca.us/</a>
<b>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	15633626009930

2024-25 District Contact Information	
<b>District Name</b>	Panama-Buena Vista Union School District
<b>Phone Number</b>	(661) 831-8331
<b>Superintendent</b>	Katie Russell
<b>Email Address</b>	krussell@pbvUSD.k12.ca.us
<b>District Website</b>	<a href="http://www.pbvUSD.k12.ca.us/">http://www.pbvUSD.k12.ca.us/</a>

2024-25 School Description and Mission Statement
<p>The Panama-Buena-Vista Union School District's first junior high school was named after Fred L. Thompson, who served twenty-four years as a school board member. Thompson Junior High School is located on the corner of Planz Road and Actis just west of Highway 99. Thompson Junior High opened in 1967, and is the oldest of the District's five junior high schools.</p> <p>Specific academic goals are based on the District courses of study and various state frameworks. Progress towards the accomplishment of our goals is regularly monitored through performance indicators and annual self-studies, as well as department, staff, leadership team, parent club, and site council meetings in order to assure that we are addressing the current</p>

2024-25 School Description and Mission Statement

needs of our students. Because of our well-defined vision and goals, Thompson students develop attitudes that enable them to be lifelong learners, and they are actively engaged in their education through a variety of strategies.

Thompson Junior High School is committed to providing a learning environment and an instructional program that meets the needs of all learners. The goal of curriculum and instruction is to enable each student to acquire the academic, social, and emotional skills necessary to compete successfully at higher academic levels and to exercise the rights and responsibilities of citizenship. To this end, school staff, parents, the Board of Trustees, District administration, and the broader community work collaboratively and cooperatively for the benefit of each student.

Taking pride in our outstanding academic climate and tradition of service to the school community, Thompson Junior High School is dedicated to preparing students to be productive and informed citizens of the 21st century. Our united team of dedicated teachers, support staff, students, and parents welcomes you to a school where traditional activities and events augment students' academic learning experiences. The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Fred L. Thompson Junior High School will continue to pursue the concept of "Excellence in Education" as defined by the Panama-Buena Vista Union School District. Our school purpose as created by staff and the School Site Council is, "Providing a safe learning community which empowers and inspires students to build character and reach their full academic potential." Within this community, the ideas of individual and ethical responsibility, respect for cultural diversity, preparedness for a self-supporting and productive work life will be fostered.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	378
Grade 8	384
Grade 9	NA
Total Enrollment	762

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.2
American Indian or Alaska Native	0.1
Asian	2
Black or African American	15.9
Filipino	0.1
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.9
White	8.1
English Learners	14.3
Foster Youth	1.4
Homeless	1
Socioeconomically Disadvantaged	92
Students with Disabilities	14.7

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.20	91.03	687.10	87.62	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.60	2.12	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	0.85	21.80	2.78	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	2.07	5.60	0.71	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.30	6.02	53.00	6.77	18854.30	6.86
<b>Total Teaching Positions</b>	38.70	100.00	784.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.70	78.18	697.20	86.58	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.25	26.40	3.28	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.20	9.56	31.10	3.86	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.25	7.90	0.98	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	3.40	7.74	42.60	5.29	15831.90	5.67
<b>Total Teaching Positions</b>	44.40	100.00	805.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.50	77.78	683.90	84.82	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	4.94	22.90	2.84	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.00	12.35	55.50	6.88	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	3.70	6.00	0.74	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.50	1.23	38.00	4.71	14303.80	5.15
<b>Total Teaching Positions</b>	40.50	100.00	806.40	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
<b>Permits and Waivers</b>	0.00	1.50	5
<b>Misassignments</b>	0.30	2.70	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.30	4.20	5

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	1.5
<b>Local Assignment Options</b>	0.80	0.00	0
<b>Total Out-of-Field Teachers</b>	0.80	1.00	1.5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.10	4.5	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	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

All grade levels have access to the district adopted state approved English Language Arts textbooks, Benchmark Advance in grades TK-6 and StudySync in grades 7 and 8. In addition, sites have leveled readers to use for small group guided reading instruction and intervention. Kindergarten uses phonemic awareness books to solidify instruction for letter sounds and blending. Grades 1-3 use additional resources to supplement their phonics curriculum. 95% Group materials are used to supplement ELA instruction. They are also used during intervention blocks to address the specific needs of students two or more years behind grade level. Students are also engaged using computer programs such as Lexia and, Read Naturally Live. All grade levels have access to the district adopted state approved math textbooks, Go Math for math instruction. In addition, Engage NY is used to supplement math instruction, when needed. Students are also engaged using Next Gen Math, a computer program designed to differentiate instruction in math.

Year and month in which the data were collected

10/8/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Adopted 2017: "McGraw-Hill Education "StudySync" (7th & 8th)	Yes	0
<b>Mathematics</b>	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8	Yes	0
<b>Science</b>	Adopted 2020: Amplify Education, Inc., "Amplify Science" Grades 7 & 8.	Yes	0
<b>History-Social Science</b>	Adopted 2019: McGraw-Hill - "IMPACT CA World History and Geography, Medieval and Early Modern Times" Grade 7 McGraw-Hill. "IMPACT CA Grade 8 United States History and Geography, Growth and Conflict"	Yes	0
<b>Foreign Language</b>	N/A		0
<b>Health</b>	N/A		0
<b>Visual and Performing Arts</b>	N/A		0

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

School Facility Conditions and Planned Improvements

Thompson Junior High School provides a safe and clean environment for learning. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Ongoing repairs and modifications to the physical plant exceed California Building and Safety Codes The District's Coordinator of Safety and Risk Management verifies quarterly that OSHA requirements are met. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized and secured at the end of each school day with 100% of the toilets in operating condition. As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. Staff receives in-service in emergency protocol and CPR. Identifying tags are issued to substitute teachers, volunteers, and other visitors as they register in our office. The gates on the perimeter of the school campus are locked during school hours and staff members are trained to activate lockdown procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise. Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides on-going training in CPR/First Aid as part of its staff development program. Fire, earthquake, lockdown, and/or disaster drills occur according to ed code. A complete school site disaster plan has been prepared and is in place and available for public review. Scheduled certificated supervision of students begins officially at 8:05 a.m. when the school opens and supervision ends at 3:40 p.m.

Year and month of the most recent FIT report	5/8/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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)	31	28	46	46	46	47
Mathematics (grades 3-8 and 11)	12	9	31	30	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
<b>All Students</b>	747	732	97.99	2.01	28.40
<b>Female</b>	362	357	98.62	1.38	33.71
<b>Male</b>	385	375	97.40	2.60	23.32
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	15	15	100.00	0.00	33.33
<b>Black or African American</b>	105	104	99.05	0.95	20.19
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	533	522	97.94	2.06	27.94
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	21	95.45	4.55	28.57
<b>White</b>	68	66	97.06	2.94	42.42
<b>English Learners</b>	102	102	100.00	0.00	2.94
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	678	666	98.23	1.77	28.05
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	112	107	95.54	4.46	10.28

## 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	747	731	97.86	2.14	9.20
Female	362	355	98.07	1.93	8.22
Male	385	376	97.66	2.34	10.13
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	20.00
Black or African American	105	103	98.10	1.90	6.80
Filipino	0	0	0	0	0
Hispanic or Latino	533	523	98.12	1.88	8.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	20	90.91	9.09	10.00
White	68	66	97.06	2.94	15.15
English Learners	102	102	100.00	0.00	0.99
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	678	667	98.38	1.62	8.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	112	107	95.54	4.46	1.87

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)	13.02	13.54	27.70	26.45	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	378	374	98.94	1.06	13.48
Female	184	183	99.46	0.54	16.48
Male	194	191	98.45	1.55	10.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	54	54	100.00	0.00	5.56
Filipino	0	0	0	0	0
Hispanic or Latino	270	266	98.52	1.48	12.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	9.09
White	35	35	100.00	0.00	31.43
English Learners	49	49	100.00	0.00	2.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	337	334	99.11	0.89	12.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	51	98.08	1.92	3.92

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 7	97.8%	97.5%	97.5%	97.2%	97.5%

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

Thompson Junior High School attempts to foster open and transparent communication with its parents and students by making them aware of the school's positive behavior intervention supports and procedures at the beginning of each school year through classroom orientation and our parent-student handbook. Parents are further encouraged to become involved in their child's school by accepting invitations to attend and get involved in school functions such as Parent Club, Back to School Night, Vocal and Instrumental performances, ELAC, School Site Council, Sixth Grade Parent Orientation Night, and more. Contact Person: Lana Martin, Principal - Contact Phone No.: (661) 832-8011

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	831	813	269	33.1
Female	408	401	137	34.2
Male	422	411	131	31.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	16	4	25.0
Black or African American	132	129	46	35.7
Filipino	--	--	--	--
Hispanic or Latino	578	566	182	32.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	73	71	26	36.6
English Learners	128	125	38	30.4
Foster Youth	16	16	6	37.5
Homeless	15	15	10	66.7
Socioeconomically Disadvantaged	755	746	260	34.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	129	125	46	36.8

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 and expulsions data.

Rate	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
Suspensions	8.90	7.93	3.85	2.65	2.75	2.15	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85	0.00
Female	3.68	0.00
Male	3.79	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	5.88	0.00
Black or African American	11.36	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.48	0.00
English Learners	1.56	0.00
Foster Youth	18.75	0.00
Homeless	20.00	0.00
Socioeconomically Disadvantaged	4.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.43	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

Thompson Junior High School has adopted a Comprehensive School Safety Plan which unites all existing statutes, policies, and procedures related to school safety. This Comprehensive School Safety Plan is relevant to the needs and resources of our campus. Our school's Comprehensive School Safety Plan is reviewed and updated annually following a review by the School Site Council, comprised of a minimum of the school principal (or designee), certificated staff, classified staff and a parent of a current student. It is annually reviewed and approved by the district's Board of Trustees. The plan was reviewed, updated, discussed, and approved by the Thompson School Site Council. Thompson Junior High School has a positive learning environment. The goal of Thompson's positive behavior intervention supports program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and correction for their behavior. Thompson Junior High School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual parent-student handbooks. At Thompson Junior High School, homework plays an important part in the student's growth in academic skills and in the development of good study habits. Students with excessive tardies or unexcused absences are addressed in a humane and growth-producing manner. "We truly believe that missing school is missing out." The District has established an Independent Home Study Program for students who must be absent from school due to illness for an extended period of time.

Thompson establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through Positive Behavior Intervention Support (PBIS), Alternative Classroom Setting (ACS) and our Safe School's Ambassador (SSA) Programs to foster assertive discipline and conflict resolution tools to further develop personal growth. Suspensions and/or Expulsions occur only when required by law or when all other alternatives are exhausted.

## 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	31	16	31	11
Mathematics	23	18	15	2
Science	25	10	17	6
Social Science	27	7	22	4

## 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	36	21	2
Mathematics	23	10	22	
Science	25	8	21	
Social Science	25	10	20	



## 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	22	25	30	2
Mathematics	21	15	18	1
Science	25	5	24	
Social Science	24	6	26	

## 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	304.8

## 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)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

## 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	11,525.00	3,456.00	8,069.00	71,409.00
District	N/A	N/A	11,502.00	\$85,354
Percent Difference - School Site and District	N/A	N/A	-35.1	-17.8
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-28.7	-29.7

## Fiscal Year 2023-24 Types of Services Funded

The District's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Coordinating Federal Funds for strategies to meet the goals of the SPSA.
- Coordinating State and Local funds for strategies to meet the goals of the SPSA.
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The District's categorical fund includes monies for:

Title I:

Title I, Part A is a federal program to ensure that schools with high percentages of children from low-income families have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and assessments. Funds support effective, evidence-based educational strategies that close the achievement gap and enable students to meet challenging academic standards. All expenditures must be supplemental to the basic core program and written into the School Plan for Student Achievement based on a comprehensive needs assessment. Input on budget and expenditures is gathered and shared with the staff, School Site Councils, the school's English Learner Advisory Committee, and District Advisory Committees. Use of funds may include any of the following: hiring supplemental staff, professional development, supplemental instructional materials, technology, library materials, after-school academic support, parental engagement activities, social-emotional well-being, consultants, and assistance for homeless children and youth.

Title II:

Title II provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which include:

- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
- Increase student achievement consistent with the challenging state academic standards; and
- Improve the quality and effectiveness of teachers, principals, and other school leaders.

Title III

The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State

Fiscal Year 2023-24 Types of Services Funded

academic content and student academic achievement standards as all children are expected to meet. The funds are used to provide resources and training that will: 1). Improve the instruction and assessment of ELs; 2). Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively Increase students’ English language proficiency.

Title IV:  
The District uses Title IV funds to improve students’ academic achievement by providing all students with access to a balanced academic program including a wide range of support including physical health/wellness, social-emotional, positive behavior, and mental health to improve conditions for student learning. Use of funds may include any of the following: hiring specialized support personnel, professional learning, supplemental instructional materials, technology, consultants, etc.

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	\$54,414	\$58,553
Mid-Range Teacher Salary	\$83,047	\$93,924
Highest Teacher Salary	\$108,271	\$119,489
Average Principal Salary (Elementary)	\$138,396	\$149,898
Average Principal Salary (Middle)	\$139,299	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$254,681	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Professional Development Focus areas include 21st-century learning strategies, English Language Development, district-adopted curriculum, educational technology strategies, district-adopted intervention strategies for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, as well as PBIS and AVID implementation. Areas were selected based on a district-wide survey reflecting on student achievement and areas of additional need from the teacher's point of view. Professional development is delivered through district-wide Educator Learning Summit, pbvUniversity, administrative leadership training, site-specific professional learning, conference attendance, and Kern County Superintendent of Schools and university partnerships. Each site participates in a weekly early release day to focus on Professional Learning Communities, which include ninety minutes of release time for teachers to receive school site professional learning and develop Common Core standards-aligned lessons with their collaborative teams. Through administrative professional learning opportunities, follow-up coaching is provided to support district-driven instructional priorities to support the implementation of teacher professional learning. Teachers are also supported by site administration, academic coaches, New Teacher Support, instructional coordinators, and specialists.

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	30	30	30