

Santa Maria-Bonita School District Fesler Junior High School

Grades 7 through 8
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2023-24 School Accountability Report Card *Published January 2025*

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Principal's Message

I'd like to welcome you to Fesler Junior High School's Annual School Accountability Report Card. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Fesler Junior High School's theme for last year was "SOARing Over Santa Maria...Elevating Our Community", which truly captured the spirit of our positive school environment and the successes we shared together. As a school community we provide all students a positive and stimulating environment where students are actively involved in learning academics as well how to be SOAR (We are Safe, Organized, Accountable, and

Respectful). Students receive a standards-based, challenging curriculum provided by a dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

Fesler Junior High participates in AVID (Advancement Via Individual Determination). All students at Fesler benefit from this specialized training to become college and career ready in a global society.

We have made a commitment to provide the best educational program possible for Fesler Junior High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Falcons SOAR!
Heather Paige

Mission

Our mission is to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for results.

School Description

Fesler Junior High School is located in Santa Maria and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2023-24 school year, 958 students were enrolled, including 11.2% in special education, 31.4% qualifying for English Language Learner support, and 95.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.90%	Grade 7	483
Male	49.10%	Grade 8	475
Non-Binary	0.00%	Ungraded	0
Amer. Indian or Alaska Native	0.10%		
Asian	0.10%		
Black or African-Amer.	0.60%		
Filipino	0.30%		
Hisp. or Latino	97.30%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.40%		
White	1.10%		
English Learners	31.40%		
Foster Youth	0.10%		
Homeless	24.90%		
Students Receiving Migrant Ed. Services	9.60%		
Socioeconomically Disadvantaged	95.80%		
Students with Disabilities	11.20%		
Total Enrollment			958

Student Achievement

Physical Fitness

In the spring of each year, Fesler Junior High School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2023-24					
Grade	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
7	68%	67%	68%	68%	67%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy (grades 3-8 and 11)	26.0	21.0	24.0	25.0	46.0	47.0
Mathematics (grades 3-8 and 11)	10.0	7.0	16.0	16.0	34.0	35.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	978	948	96.93	3.07	21.41
Female	504	489	97.02	2.98	25.77
Male	474	459	96.84	3.16	16.78
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	951	925	97.27	2.73	20.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	310	284	91.61	8.39	2.82
Foster Youth	--	--	--	--	--
Homeless	259	247	95.37	4.63	19.03
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	85	75	88.24	11.76	12.00
Socioeconomically Disadvantaged	937	910	97.12	2.88	20.55
Students with Disabilities	105	102	97.14	2.86	1.96

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	979	966	98.67	1.33	7.36
Female	505	497	98.42	1.58	6.24
Male	474	469	98.95	1.05	8.55
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	952	941	98.84	1.16	6.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	311	305	98.07	1.93	0.99
Foster Youth	--	--	--	--	--
Homeless	259	256	98.84	1.16	7.42
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	85	84	98.82	1.18	5.95
Socioeconomically Disadvantaged	938	927	98.83	1.17	7.34
Students with Disabilities	106	102	96.23	3.77	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
	10.9	9.7	13.1	11.5	30.3	30.7

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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 receive scores.

CAASPP Test Results in Science by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	489	485	99.18	0.82	9.69
Female	262	260	99.24	0.76	7.69
Male	227	225	99.12	0.88	12.00
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	474	471	99.37	0.63	8.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	126	124	98.41	1.59	0.00
Foster Youth	--	--	--	--	--
Homeless	123	123	100.00	0.00	8.13
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	39	39	100.00	0.00	2.56
Socioeconomically Disadvantaged	466	463	99.36	0.64	9.50
Students with Disabilities	48	47	97.92	2.08	0.00

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus

Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment by participating in a decision-making groups or attending school events.

Parents stay informed on upcoming events and school activities through Parent Teacher Club (PTC), ParentSquare (automated message delivery system and classroom/school level posts in English and Spanish), Aeries Parent Portal attendance & grading system, parent conferences, the school marquee, the school website, agenda books, and teacher emails. Contact any school office member at (805) 361-7880 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

AVID Site Team

Chaperone Dances

Chaperone Field Trips

Fundraising Activities

Parent Teacher Club Activities

Committees

AVID Site Team

English Learner Advisory Council (ELAC)

Parent Teacher Club (PTC)

School Site Council (SSC)

School Activities

8th Grade Promotion

Awards Assemblies

Back to School Night

Career Day

College Nights

Early Academic Outreach Program (EAOP)

Open House

Parent Meetings

Parent Orientation

Parent Teacher Conferences

Sports Events

Student Performances

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Fesler Junior High School's original facilities were built in 1960; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the 2023-24 school year, the following repairs or improvements were completed:

2023-24 Campus Repairs or Improvements:

- Mechanical improvement
- Shade improvement
- Solar improvements

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians (one full-time and two part-time) are assigned to Fesler Junior High School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Restroom cleaning
- Work orders
- Site maintenance issues

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1960
Acreage	11.56
Square Footage	-
Quantity	
Permanent Classrooms	33
Portable Classrooms	11
Restrooms (sets)	6
Multipurpose Room/Cafeteria	1
Library	1
Gymnasium	1
Science Lab	1
Staff Lounge	1

Facilities Inspection

The district's maintenance department inspects Fesler Junior High School on an annual basis in accordance with Education Code §17592.72(c)(1). Fesler Junior High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, January 24, 2025. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Friday, January 24, 2025			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical		✓	
E. Restrooms / Fountains	✓		
F. Safety		✓	
G. Structural	✓		
H. External		✓	

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	RR, Cafeteria, PF3 - Dirty ceiling vent
	D2 - Duct opening is disconnected and exposed from ceiling; wall vent is loose and dirty
	E2 - Ceiling vent is dirty
	E3 - Ceiling vent is loose and dirty
	Gym - Ceiling vent is missing
(B)	Cafeteria - Ceiling tiles are loose and sagging; cafeteria has scuff marks

D6 - Sections of floorboard are missing from the wall; ceiling tiles are loose and sagging; ceiling tiles are cracked; ceiling tile is broken; interior walls have water damage

D9 - Ceiling tiles are loose and sagging

D3 - Cracks in interior concrete flooring, trip hazard; holes in interior wall; ceiling panel is missing

D2 - Degraded interior concrete flooring near door is creating a trip hazard; an area of ceiling is covered over by a makeshift patch; cracks in concrete flooring are creating trip hazards; Interior walls are stained and dirty; dirt accumulation and debris buildup on interior staircase is creating a trip hazard; sections of upstairs floorboard are peeling or missing from the wall

PF3 - Section of floorboard is cracked and peeling from the wall; ceiling tile is loose and sagging; walls have scuff marks and holes

E2 - Ceiling tiles are loose and sagging; section of floorboard is chipped and peeling from the wall; large gash in section of interior wall

E3 - Ceiling tiles are cracked; ceiling tiles are loose

Gym - Sections of floorboard are cracked and peeling from the wall

(C) D6 - Flooring is stained and dirty; Williams signs are not posted

D9 - Interior floor is littered with plastic cups; interior walls are stained and dirty; carpet is stained and dirty

D3, D2 - Interior flooring is gringy, stained and dirty

D2 - Room is cluttered; unsecured items are being stored too high, earthquake hazard; Williams signs are not posted

PF3 - Williams signs are not posted

E2, E3 - Carpet is stained and dirty

E3 - Williams signs are not posted

Fitness Room - Dressing room B is being used as storage

(D) Cafeteria - Interior lighting, one light out, ballast

D6 - Electrical panel is missing leaving underlying surface exposed

D9 - Unsecured wires coming from gap in ceiling tiles; daisy-chained electrical wires are creating trip hazards; electrical cover to wall outlet box is broken; cover to wall electrical box is loose

D10 - Loose, unsecured wires are hanging from roof and exterior walls

D3 - Electrical outlet box is hanging unsecurely from ceiling

D2 - Electrical components are hanging from unsecured wiring emerging from cracks in ceiling tiles; cover to wall electrical outlet box is broken; cover to wall electrical outlet box is discolored; plastic bin is being used to collect water from potential leak in the plumbing of upstairs sink; cord creating a trip hazard

PF7 - Exposed wiring passing through degraded exterior wooden wall panel

E3 - Electrical cord is creating a trip hazard

E7 - Electrical outlet box is loose from wall with exposed wires

Gym - electrical wall panel is being held up by tape

(E) Womens RR - Toilet does not flush properly due to a clog in drain

(F) Cafeteria - Glass is missing from fire extinguisher door

D6 - Paint is peeling from interior wall; evacuation map is not posted

D7 - Paint is peeling from door frame

D9 - Paint is peeling from door frame; evacuation map is not posted

D3 - Paint is peeling from door and door frame; evacuation

	map is not posted
	D2 - Paint is peeling from interior walls; paint is peeling from interior staircase railing; evacuation map is not posted
	PF1 - paint is peeling from ramp rails
	PF3 - Evacuation map is not posted
	E4 - Paint is peeling from exterior staircase handrails; paint is peeling from stairs in exterior staircase; glass is missing from fire extinguisher door
	E2 - Paint is peeling from interior wall; evacuation map is not posted
	E3 - Paint is peeling from interior walls; paint is peeling from shelves in interior cabinet
	E7 - Paint is peeling from ceiling tiles; evacuation map is not posted
	Gym - Glass in fire extinguisher door is missing
	Womens RR - Paint is peeling from door
(G)	D6, PF3 - Dry rot on ramp
	PF1, PF3 - Gutter downspout is bent and broken
	E3 - Gutter downspout near room is broken
	PF4, PF6 - Dry rot on siding
(H)	Nurse - Door to restroom has a hole at lock
	Cafeteria - Cracks along exterior concrete/asphalt seam are creating trip hazards; sections of window screen are being held in by tape; door closer cover is missing
	D6 - Cracks in exterior concrete are creating trip hazards; door thresholds are deteriorating, trip hazards; skid paint on ramp is peeling, trip hazard
	D7 - Wooden trim is detached and not flush with exterior wall, safety hazard; door threshold is missing, trip hazard; door's strike plate is rusted
	D9 - Interior door has dent marks; door threshold is deteriorating, trip hazard; door closer cover is missing
	D3 - Door threshold is deteriorating, trip hazard
	Custodian - Door threshold is deteriorating, trip hazard; door's strike plate is rusted
	D2 - Door threshold is deteriorating, trip hazard; degraded exterior concrete flooring near door is creating a trip hazard
	PF1 - Skirt is missing from ramp; door threshold is deteriorating, trip hazard; skid paint on ramp is peeling, trip hazard
	PF3 - Ramps junction with entryway is not flush, trip hazard; skid paint is peeling on ramp, trip hazard; door threshold is deteriorating, trip hazard
	PF3 - Door's strike plate is rusted
	PF6 - Ramp walkway is not flush with exterior wall, trip hazard; skirt is missing from ramp; door threshold is deteriorating, trip hazard
	PF7 - Skirt is missing from ramp
	E4 - Dirt accumulation and debris buildup on exterior staircase is creating a trip hazard
	E3 - Window screen is torn
	Gym - Door closer cover is missing
	Womens RR - Door threshold is deteriorating, trip hazard; door handle and locking mechanism are rusted

Overall Summary of School Facility Good Repair Status

Exemplary	Good	Fair	Poor
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Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, yard duty supervisors, and the counselors patrol the campus, entrance areas, and designated common areas. The principal, assistant principals, campus security personnel, the counselors, and campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principals, campus security personnel, and the counselors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner. To enhance two-way routine communication and facilitate an immediate response to urgent situations, the principal, assistant principals, campus security personnel, custodian, office staff, the counselors, and campus supervisors carry hand-held radios while on campus.

Fesler Junior High School is a closed campus. During school hours, all visitors sign in at the school's office with a valid state issued identification card to be scanned through the Raptor security system and wear the printed identification sticker while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Fesler Junior High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in April 2024.

Classroom Environment

Discipline & Climate for Learning

Fesler Junior High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Positive Behavioral Interventions & Supports (PBIS) and Culture & Climate programs are in place and are continuing to develop through staff and administrative collaboration. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	21-22	22-23	23-24
	School		
% Students Suspended	12.7	15.2	12.2
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	3.8	4.0	4.3
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.2	3.6	3.3
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	12.2	0.0
Female	10.3	0.0
Male	14.2	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	12.1	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	15.4	0.0
English Learners	16.4	0.0
Foster Youth	0.0	0.0
Homeless	12.7	0.0
Students Receiving Migrant Ed. Services	12.7	0.0
Socioeconomically Disadvantaged	12.5	0.0
Students with Disabilities	22.0	0.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2021-22			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	23.0	22	31	3
Mathematics	27.0	5	20	9
Science	30.0	3	14	15
Social Science	29.0	5	16	12
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22.0	23	34	
Mathematics	26.0	7	27	4
Science	27.0	7	24	4
Social Science	27.0	2	33	3
Subject	2023-24			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	19	25	8
Mathematics	24.0	17	20	5
Science	31.0	1	22	8
Social Science	28.0	6	27	4

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Fesler Junior High School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1027	1005	176	17.5
Female	527	515	92	17.9
Male	500	490	84	17.1
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	--	--	--	0.0
Black or African-Amer.	--	--	--	0.0
Filipino	--	--	--	0.0
Hisp. or Latino	996	977	167	17.1
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	--	--	--	0.0
White	13	11	2	18.2
English Learners	348	336	65	19.3
Foster Youth	--	--	--	0.0
Homeless	268	267	37	13.9
Students Receiving Migrant Ed. Services	110	108	24	22.2
Socioeconomically Disadvantaged	986	966	168	17.4
Students with Disabilities	118	117	28	23.9

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fesler Junior High School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Fesler Junior High School held staff development training devoted to:

- Advancement Via Individual Determination (AVID)
- Grade Level State Content Standards
- Positive School Culture and Climate
- Data Analysis

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Fesler Junior High School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2022-23, 2023-24, and 2024-25 school years, Fesler Junior High School's teachers had the opportunity to attend the following events hosted by the Santa Maria-Bonita School District:

2022-23 Training Topics:

- Goalbook Training
- English Language Development
- Practice Guidance to Gifted Children
- CRT & The Brain Strategies
- How to Maximize Classroom Technology for Student Engagement
- Maximize Math Instruction with Restructured GoMath!
- Support Structured Discourse in a Science Classroom
- Designing the 21st Century Classroom
- Engagement Strategies for Amplify Science Reading & Writing Tasks
- School City Reports & Assessments
- AVID - Introducing Students to Focused Notes
- RIGOR Literacy and Language Interventions
- STEAM Language Routines: Develop Language through Math & Science Content
- Developing Positive Math Mindsets
- Routines for Chromebook Use
- Scaffolds and Differentiation within the ELA Curriculum

2023-24 Training Topics:

- Amplify Science
- Middle School Math
- History
- ELA Learning
- Advancement Via Individual Determination (AVID)
- Career Technical Education (CTE)
- Tier I & Tier II Training
- Nonviolent Crisis Intervention (CPI)
- Benchmark RIGOR
- Migrant Education
- Response to Intervention (RtI)
- Technology Training

2024-25 Training Topics:

- Building a Meaningful Community
- Amplify Science
- English Language Development (ELD) Supports
- ELA Scaffolds & Differentiation
- Second Step Curriculum
- Cultivating an Inclusive Culture in Your Classroom
- Twig Science
- Classroom Collaborative Planning
- Formal Assessments: Digital Platforms
- Strategies for Dynamic Learning
- Inquiry Cycle - Data Driven Teaching & Analysis

Fesler Junior High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2022-23	2023-24	2024-25
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Fesler Junior High School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 11, 2024, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 24-04 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-25 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	McGraw Hill, <i>Study Sync</i>	0 %
Foreign Languages		
2022	SLC, <i>Galeria A-C</i>	0 %
2022	Vista Higher Learning, <i>Senderos/Encuentros</i>	0 %
Health		
2022	Goodheart Wilcox, <i>Health Skills for Middle School</i>	0 %
History-Social Science		
2019	SAVVAS, <i>My World History</i>	0 %
Mathematics		
2023	MidSchoolMath, <i>MidSchoolMath</i>	0 %
Science		
2020	Amplify Education, Inc., <i>Amplify</i>	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using

state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Fesler Junior High School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are placed in an ELD (English Language Development) class. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction in a designated ELD class in addition to their regular language arts instruction. Fesler Junior High School's teachers utilize Study Sync, a state approved textbook adoption. English learners are assessed annually using the ELPAC exam (English Language Proficiency Assessment for California); results are used to evaluate student progress, intervention programs, and teaching strategies.

Fesler Junior High School's special education program is staffed by four Resource Specialist Program Teachers and one Severely Handicapped Teacher in a self-contained class. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class, with small group and individualized instruction in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Fesler Junior High School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Fesler Junior High School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using formative assessments and summative assessments, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- ASP (After School Program)
- Tutoring (Lunchtime)
- After School Academies
- Advancement Via Individual Determination (AVID)
- Group Counseling and Individual Counseling with a Marriage & Family Therapist
- ELA Intervention Program
- Math Support Classes
- Tutor.com (online tutoring program)

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff

Fesler Junior High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Fesler Junior High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2023-24		
	No. of Staff	FTE
Academic Counselor	3	3.0
Community Liaisons	2	2.0
Outreach Mentors	2	2.0
Computer Lab Assistant	1	1.0
Health Assistant	1	1.0
Library Media Clerk	1	1.0
Marriage & Family Therapist	1	1.0
Nurse	1	0.8
Psychologist	1	0.8
Speech Therapist	1	0.2
Counselor-to-Student Ratio: 1:319		

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Fesler Junior High School, Santa Maria-Bonita School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Fesler Junior High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2022-23)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.9	76.6	654.5	89.8	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	1.3	0.2	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.7	7.9	35.4	4.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.5	9.3	12.1	1.7	11953.1	4.3
Unknown	2.9	6.2	25.8	3.5	15831.9	5.7
Total Teaching Positions	48.2	100.0	729.2	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.9	76.6	654.5	89.8	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	1.3	0.2	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.7	7.9	35.4	4.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.5	9.3	12.1	1.7	11953.1	4.3
Unknown	2.9	6.2	25.8	3.5	15831.9	5.7
Total Teaching Positions	48.2	100.0	729.2	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.6	74.9	666.8	86.2	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	2.0	2.0	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.4	8.8	24.4	3.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.0	4.0	7.4	1.0	12115.8	4.4
Unknown	5.2	10.4	72.9	9.4	18854.3	6.9
Total Teaching Positions	50.2	100.0	773.6	100.0	274759.1	100.0

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.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2022-23)	Number
Permits and Waivers	0.0
Misassignments	1.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.3

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	1.0
Misassignments	2.7
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.7

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	
	Number
Permits and Waivers	1.0
Misassignments	3.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	4.4

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2022-23)	
	Number
Credentialed Teachers Authorized on a Permit or Waiver	1.8
Local Assignment Options	4.2
Total Out-of-Field Teachers	6.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	
	Number
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	3.5
Total Out-of-Field Teachers	4.5

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	
	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.0
Total Out-of-Field Teachers	2.0

Class Assignments / Indicator (2022-23)	
	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2021-22)	
	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	6.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2020-21)	
	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.3

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2022-23		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$51,083	\$58,553
Mid-Range Teacher Salary	\$92,511	\$93,924
Highest Teacher Salary	\$115,456	\$119,489
Superintendent Salary	\$248,000	\$270,432
Average Principal Salaries:		
Elementary School	\$141,681	\$149,898
Middle School	\$145,250	\$157,111
High School	N/A	\$151,698
Percentage of Budget:		
Teacher Salaries	30.83%	31.93%
Administrative Salaries	4.23%	5.62%

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

Expenditures Per Student

For the 2022-23 school year, Santa Maria-Bonita School District spent an average of \$16,323 of total general funds to educate each student (based on 2022-23 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Child Development
- Child Nutrition: Kitchen Infrastructure and Training Funds
- COVID Relief Funding
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Literacy Coaches & Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery

- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2022-23					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$10,209	N/A	N/A	N/A	N/A
Restricted	\$1,054	N/A	N/A	N/A	N/A
Unrestricted	\$9,155	\$12,327	74.27	\$10,771	85.00
Average Teacher Salary	\$89,622	\$93,989	95.35	\$96,325	93.04

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

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Fesler Junior High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2024. Data to prepare the school facilities section were acquired in January 2024.