

Fred L. Thompson Junior High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

2025-26 School Contact Information

School Name	Fred L. Thompson Junior High School
Street	4200 Planz Road
City, State, Zip	Bakersfield, CA 93309
Phone Number	(661) 832-8011
Principal	Lana Martin
Email Address	lmartin2@pbvUSD.k12.ca.us
School Website	http://thompson.pbvUSD.k12.ca.us/
Grade Span	
County-District-School (CDS) Code	15633626009930

2025-26 District Contact Information

District Name	Panama-Buena Vista Union School District
Phone Number	(661) 831-8331
Superintendent	Katie Russell
Email Address	krussell@pbvUSD.k12.ca.us
District Website	http://www.pbvUSD.k12.ca.us/

2025-26 School Description and Mission Statement

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.

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 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-

2025-26 School Description and Mission Statement

supporting and productive work life will be fostered.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	345
Grade 8	369
Total Enrollment	714

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.5
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	2
Black or African American	13.3
Filipino	0.1
Hispanic or Latino	73.8
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1
White	7
English Learners	17.9
Foster Youth	0.8
Homeless	1.3
Socioeconomically Disadvantaged	91.6
Students with Disabilities	16.5

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.7	78.18	697.2	86.58	234405.2	84
Intern Credential Holders Properly Assigned	1	2.25	26.4	3.28	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	9.56	31.1	3.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.25	7.9	0.98	11953.1	4.28
Unknown/Incomplete/NA	3.4	7.74	42.6	5.29	15831.9	5.67
Total Teaching Positions	44.4	100	805.3	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.5	77.78	683.9	84.82	231142.4	83.24
Intern Credential Holders Properly Assigned	2	4.94	22.9	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	12.35	55.5	6.88	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	3.7	6	0.74	11746.9	4.23
Unknown/Incomplete/NA	0.5	1.23	38	4.71	14303.8	5.15
Total Teaching Positions	40.5	100	806.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.9	63.43	696.9	83.84	230039.4	100
Intern Credential Holders Properly Assigned	4	9.8	23	2.77	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	14.7	49.9	6.01	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.9	9.63	18.6	2.25	12112.8	4.34
Unknown/Incomplete/NA	1	2.45	42.6	5.13	13705.8	4.91
Total Teaching Positions	40.8	100	831.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.50	5	5
Misassignments	2.70	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.20	5	6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.5	3
Local Assignment Options	0.00	0	0.9
Total Out-of-Field Teachers	1.00	1.5	3.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	0	5.4
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	4.8

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

2025-26 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

10/14/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2017: "McGraw-Hill Education "StudySync" (7th & 8th)	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8	0
Science	Adopted 2020: Amplify Education, Inc., "Amplify Science" Grades 7 & 8.	0
History-Social Science	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"	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	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

3/11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	28	32	46	47	47	48
Mathematics (grades 3-8 and 11)	9	10	30	31	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	713	693	97.19	2.81	32.03
Female	339	329	97.05	2.95	38.30
Male	373	363	97.32	2.68	26.45
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	50.00
Black or African American	101	99	98.02	1.98	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	522	507	97.13	2.87	30.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	30.00
White	49	47	95.92	4.08	42.55
English Learners	111	106	95.50	4.50	1.89
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25	18.75	30.77
Military	0	0	0	0	0
Socioeconomically Disadvantaged	657	638	97.11	2.89	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	115	97.46	2.54	10.43

2024-25 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	713	699	98.04	1.96	10.01
Female	339	334	98.53	1.47	8.68
Male	373	364	97.59	2.41	11.26
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	15.38
Black or African American	100	99	99.00	1.00	4.04
Filipino	--	--	--	--	--
Hispanic or Latino	523	512	97.90	2.10	9.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	15.00
White	49	47	95.92	4.08	14.89
English Learners	111	110	99.10	0.90	0.00
Foster Youth	--	--	--	--	--
Homeless	15	13	86.67	13.33	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	657	643	97.87	2.13	8.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	119	116	97.48	2.52	6.03

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.54	17.36	26.45	28.08	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	374	370	98.93	1.07	17.07
Female	173	171	98.84	1.16	15.29
Male	201	199	99.00	1.00	18.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	57	56	98.25	1.75	5.36
Filipino	0	0	0	0	0
Hispanic or Latino	268	265	98.88	1.12	15.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	31.03
English Learners	50	50	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	349	345	98.85	1.15	15.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	61	96.83	3.17	4.92

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.

2024-25 California Physical Fitness Test Participation Rates

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	99%	99%	99%	98%	100%

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.

2025-26 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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	779	758	188	24.8
Female	369	359	88	24.5
Male	409	398	99	24.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	5	35.7
Black or African American	111	106	29	27.4
Filipino	--	--	--	--
Hispanic or Latino	571	557	131	23.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	54	52	16	30.8
English Learners	151	146	39	26.7
Foster Youth	11	--	--	--
Homeless	18	17	5	29.4
Socioeconomically Disadvantaged	724	704	178	25.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	132	131	39	29.8

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.93	3.85	6.93	2.75	2.15	1.78	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.93	0.00
Female	5.96	0.00
Male	7.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.12	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.70	0.00
English Learners	3.31	0.00
Foster Youth	18.18	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	7.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.61	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.

2025-26 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.

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	0
Science	25	8	21	0
Social Science	25	10	20	0

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	39	21	4
Mathematics	20	20	15	
Science	24	4	24	
Social Science	22	16	15	

2024-25 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	381

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$91,220
Percent Difference - School Site and District	N/A	N/A	-35.1	-17.8
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-28.7	-29.7

Fiscal Year 2024-25 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.

Fiscal Year 2024-25 Types of Services Funded

- 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, 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 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,223	\$61,597
Mid-Range Teacher Salary	\$88,860	\$98,902
Highest Teacher Salary	\$117,885	\$126,340
Average Principal Salary (Elementary)	\$159,028	\$158,383
Average Principal Salary (Middle)	\$161,141	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$290,490	\$288,332
Percent of Budget for Teacher Salaries	29.97%	31.29%
Percent of Budget for Administrative Salaries	4.33%	5.38%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30