

Fruitvale Junior High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Fruitvale Junior High School
Street	2114 Calloway Drive
City, State, Zip	Bakersfield, CA 93312
Phone Number	661-589-3933
Principal	Leslie Garrison
E-mail Address	legarrison@fruitvale.net
Web Site	fjh.fruitvale.k12.ca.us
CDS Code	15634796104004

District Contact Information	
District Name	Fruitvale Elementary School District
Phone Number	(661) 589-3830
Superintendent	Mary Westendorf, Ed.D.
E-mail Address	mawestendorf@fruitvale.net
Web Site	fruitvale.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

THE SCHOOL

Fruitvale Junior High consistently earns the top state test results in Kern County and was most recently awarded the State and National "School to Watch" in 2018 by the National Forum for Middle School Reform. FJH was also named a California Gold Ribbon School in 2017. FJH has been recognized five times (1986, 1990, 1994, 1999 and 2013) as a California Distinguished School by the California Department of Education. In 1991, Fruitvale Junior High was named a National Blue Ribbon School by the U.S. Department of Education.

Fruitvale Junior High students have repeatedly competed as California State Champions at the National History Day finals in Washington D.C. for the past 25 years. Students from FJH earned first place in 1990, 1991, 2002, 2009 and 2010, as well as second place in 1996, 1999 and 2001 in Group Performance. Students also earned first place in 2014 and third place in 2015 for an Individual Paper submission. Students also placed second in Group Documentary (1999 and 2002), Group Project (2000), Individual Performance (2002) and third in Historical Paper in 2001. Students placed first in the State Science Fair in 1997, 1998, 2012, 2013, & 2014. Students also annually compete at the State level in the Math Counts Competition.

MISSION STATEMENT

Fruitvale Junior High graduates will be exceptionally well prepared for success in high school and beyond. To help all students achieve this vision, the Fruitvale school community is committed to these goals:

- Specific standards of academic achievement
- A safe and orderly adolescent-centered environment
- A comprehensive core curriculum
- Integration of technology as a learning tool throughout the curriculum
- High expectations for all learners
- A wide range of co-curricular and extra-curricular experiences
- Teaching students responsibility & respect for individual differences
- Encouraging & motivating students to not only do their best, but to take risks
- School improvement based on continual review of student multiple assessment data & parent/staff survey results
- A professional development program that focuses on improving classroom instruction
- An extensive support system for students & their families

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	356
Grade 8	357
Total Enrollment	713

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	1.7
Asian	4.2
Filipino	2.7
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	0.6
White	44.9
Socioeconomically Disadvantaged	48.0
English Learners	3.5
Students with Disabilities	11.5
Foster Youth	0.4

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	30	31	30	155
Without Full Credential	2	1	3	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments *	0	1	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync 2017 McGraw Hill	Yes	0
Mathematics	K-8 Houghton Mifflin Go Math 2015-16	Yes	0
Science	Holt for 7-8 adopted in 2007.	Yes	0
History-Social Science	Holt for 7-8 adopted in 2006.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The original buildings at Fruitvale Junior High School were constructed in 1959. Additional classroom buildings were constructed in 1980, 1983 and 1991. The Leslie DeHart Multipurpose facility was completed in 1990.

The school is included in the District five-year deferred maintenance plan that is submitted to the State. On-going maintenance and painting is regularly scheduled for the campus.

The Director of Maintenance, Operations and Transportation oversees the team of custodial staff assuring that classrooms, offices, restrooms, and the campus grounds are kept clean and safe. Custodians are on hand during the day and evenings, at each school site. School grounds are mowed and maintained on a weekly basis. Communication is ensured by the use of two-way radios at each school site for daily use and in case of emergency.

The data reported is the determination of good repair as documented in a complete Interim Evaluation Instrument. The school site inspection was completed on March 28, 2018.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: March 28, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: March 28, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: March 28, 2018	
Overall Rating	Good

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	66.0	64.0	58.0	58.0	48.0	50.0
Mathematics (grades 3-8 and 11)	56.0	58.0	48.0	50.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: 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 Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	704	700	99.43	64.29
Male	353	352	99.72	59.66

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	351	348	99.15	68.97
Black or African American	41	40	97.56	47.50
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.00	76.92
Filipino	24	24	100.00	75.00
Hispanic or Latino	275	274	99.64	59.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	314	312	99.36	68.59
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	357	353	98.88	54.39
English Learners	49	48	97.96	47.92
Students with Disabilities	85	85	100.00	15.29
Foster Youth	--	--	--	--

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 less, 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 Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	704	695	98.72	57.55
Male	353	350	99.15	58.86
Female	351	345	98.29	56.23
Black or African American	41	39	95.12	46.15
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100	69.23
Filipino	24	24	100	75
Hispanic or Latino	275	272	98.91	49.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	314	310	98.73	64.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	357	349	97.76	47.28
English Learners	49	48	97.96	33.33
Students with Disabilities	84	84	100	17.86
Foster Youth	--	--	--	--

Note: 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.

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

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
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.8	23.3	36.9

Note: Percentages are not calculated 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parents support their children's academic efforts and their development as responsible members of society by helping their students at home with their school work, attending conferences and providing a caring environment.

Fruitvale encourages parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Parent Clubs at each school are currently active in providing many activities for Fruitvale School District students. They work together to assist in school programs and community projects. Please contact the school for specific information and opportunities for parent involvement.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.6	7.1	5.5	2.4	2.6	2.4	3.7	3.7	3.5
Expulsions	0.1	0.6	0.3	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The plan is dedicated to the ongoing enhancement of all aspects of school safety including:

- Maintenance of safe and orderly learning environment by maintaining the buildings and grounds to a high standard.
- Student transition to and from school with instructions on how to cross streets safely and a crossing guard posted by the school. Along with this there is a Transportation Safety Plan that includes instructions on how to board and exit the bus safely, how the red cross-over lights are used and annual evacuation exercises.
- Student behavior and discipline is outlined in the plan and is given to the parents and students via the Student/Parent handbook at the beginning of the school year.
- Disaster preparedness is accomplished by training the staff to respond to natural disasters or evacuations due to potential hazards. Many of the staff are trained in first aid and CPR procedures along with triage, search and rescue and student security in the event of an emergency.
- Playground and classroom facilities and equipment are inspected annually with written reports of the findings. The play equipment has been inspected by a certified playground inspector and there is an ongoing maintenance program to improve the safety of the equipment. A quarterly inspection of the buildings, grounds and play equipment is done by the Lead Custodian and documented on a standard form.
- Student, parent and staff safety training is done on an ongoing basis through inservices, fire and earthquake drills and parent universities.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	2	21	1	21	14	13	1	27	5	20	2
Mathematics	26	2	21	1	24	12	15	1	27	5	20	2
Science	25	11	12	3	22	8	15	3	26	5	20	2
Social Science	27	5	16	3	24	7	18	1	27	4	18	4

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.75	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.75	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,000	906	5,094	68,674
District	N/A	N/A	5,889	\$71,084
Percent Difference: School Site and District	N/A	N/A	-14.5	-1.9
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-25.4	-7.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Fruitvale Junior High offers quality services to assist in the individual needs and development of its students.

An English Language Development program is in place for English learners to help develop language skills and gain language proficiency. FJH has multiple levels of support including an 8th grade Intervention course for Math, ELA and History, an 8th grade Semester-Long Study Skills Course, a 7th Grade Year Long Intervention Course as well as a 7th Grade Semester-Long Study Skills course.

After school programs run three days per week by multiple teachers to serve as a means to help students increase academic achievement in language arts, science, and history as well as offering opportunities to assist with homework. Additionally, Math Intervention is offered for both 7th and 8th grades three days per week. Extension programs including Robotics, Battle of the Books, Math Counts, Math Field Day, Drama and Drumline are also offered weekly after school. All students are offered transportation for after school programs.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,000	\$48,064
Mid-Range Teacher Salary	\$69,210	\$75,417
Highest Teacher Salary	\$86,417	\$94,006
Average Principal Salary (Elementary)	\$108,494	\$119,037
Average Principal Salary (Middle)	\$111,679	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$161,525	\$183,692
Percent of Budget for Teacher Salaries	39.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Staff development priorities include writing across the curriculum Common Core unit development and implementation, the use of technology to improve student learning and focusing on Standards Based Instruction including Specific Task Development to meet appropriate standard rigor and assessment components.

Training and staff development are provided at both the District and individual school site level. Fruitvale School District is part of the Kern County BTSA (Beginning Teacher Support and Assessment) Consortium. In the BTSA program, first and second year credentialed teachers are paired with District BTSA support providers who will mentor them in the California Standards for the teaching profession.

Teachers who have met California's subject matter requirements, but who are not fully credentialed will participate in the Intern program. Intern teachers will be paired with a credentialed teacher to participate in a planned sequence of instruction to obtain a California Teaching credential.

In-service training and curriculum improvement is administered by the Director of Curriculum/Staff Development in conjunction with the Principal, School Site Council, mentor teachers, BTSA mentors, and various teacher advisory groups. Professional Development occurs four times each school year for .5 days each time, by way of a minimum day. Students are dismissed on a Minimum Day Schedule at 11:30 a.m.. In addition, "time banking" allows for an early release one day per week for grades three-eight. Students are dismissed at 1:55 p.m. every Wednesday to allow for Professional Development and Collaboration Time. In addition to the scheduled Professional Development dates, Fruitvale Junior High sets aside data days for benchmark creation, grading, results reflection, intervention and instructional planning for each subject. Lastly, additional time is allotted for peer-observation in which teachers have the opportunity to observe lessons taught by colleagues and reflect on best practices..