Fruitvale Junior High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Fruitvale Junior High School
Street	2114 CallowayDrive
City, State, Zip	Bakersfield, CA 93312
Phone Number	661-589-3933
Principal	Leslie Roberts
E-mail Address	leroberts@fruitvale.net
Web Site	http://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	www.fruitvale.k12.ca.us/district

School Description and Mission Statement (School Year 2016-17)

THE SCHOOL
Fruitvale Junior High 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 have also competed at the State level in the Math Counts Competition in 2013-14.

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 2015-16)

Grade Level	Number of Students
Grade 6	1
Grade 7	321
Grade 8	351
Total Enrollment	673

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.6
Asian	2.8
Filipino	2.4
Hispanic or Latino	40.7
Native Hawaiian or Pacific Islander	0.1
White	46.2
Two or More Races	4.8
Socioeconomically Disadvantaged	39.8
English Learners	2.7
Students with Disabilities	10.3
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	29	33	30	149
Without Full Credential	2	0	2	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	0
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District	97.7	2.3
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt for 7-8 adopted in 2011 and fully implemented in 2012.	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 21, 2016 .

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: March 21, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: March 21, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: March 21, 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	63	69	55	61	44	48
Mathematics	37	52	39	48	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	325	317	97.5	70.0
	8	351	343	97.7	68.8
Male	7	146	143	98.0	65.0
	8	170	165	97.1	61.2
Female	7	179	174	97.2	74.1
	8	181	178	98.3	75.8
Asian	7	12	11	91.7	63.6
Filipino	8	11	10	90.9	90.0
Hispanic or Latino	7	135	133	98.5	68.4
	8	139	137	98.6	66.4
White	7	139	135	97.1	74.8
	8	175	171	97.7	71.3
Two or More Races	7	24	24	100.0	54.2
	8	11	11	100.0	54.5
Socioeconomically Disadvantaged	7	149	145	97.3	60.7
	8	152	145	95.4	58.6
Students with Disabilities	7	26	24	92.3	12.5
	8	44	43	97.7	7.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	324	317	97.8	44.5
	8	324	317	97.8	44.5
Male	7	145	143	98.6	46.9
	8	145	143	98.6	46.9
Female	7	179	174	97.2	42.5
	8	179	174	97.2	42.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	**7**	12	12	100.0	58.3
	8	12	12	100.0	58.3
Hispanic or Latino	**7**	135	133	98.5	36.8
	8	135	133	98.5	36.8
White	**7**	138	134	97.1	50.8
	8	138	134	97.1	50.8
Two or More Races	**7**	24	24	100.0	45.8
	8	24	24	100.0	45.8
Socioeconomically Disadvantaged	**7**	148	145	98.0	31.0
	8	148	145	98.0	31.0
Students with Disabilities	**7**	26	24	92.3	8.3
	8	26	24	92.3	8.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	70	75	72	65	64	66	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	351	346	98.6	71.7
Male	170	168	98.8	73.8
Female	181	178	98.3	69.7
Filipino	11	11	100.0	90.9
Hispanic or Latino	139	137	98.6	66.4
White	175	173	98.9	76.9
Two or More Races	11	11	100.0	45.5
Socioeconomically Disadvantaged	152	148	97.4	60.1
Students with Disabilities	44	43	97.7	41.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.1	24.7	34.5

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 Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	0.4	9.2	7.6	3.3	3.1	2.4	4.4	3.8	3.7
Expulsions	9.8	0.7	0.1	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	27	4	46	2	27	8	36	8	26	2	21	1
Mathematics	26	8	13	6	25	6	19	3	26	2	21	1
Science	26	5	22		26	6	19	2	25	11	12	3
Social Science	28	1	20	4	27	2	23	1	27	5	16	3

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	686
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.45	N/A
Speech/Language/Hearing Specialist	0.40	N/A
Resource Specialist	0.2	N/A
Other	0.2	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	2939	598	2341	62099
District	N/A	N/A	3379	$68,247
Percent Difference: School Site and District	N/A	N/A	-30.7	-9.0
State	N/A	N/A	$5,677	$71,610
Percent Difference: School Site and State	N/A	N/A	-58.8	-13.3

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

Types of Services Funded (Fiscal Year 2015-16)

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 kills and gain language proficiency.

After school programs run three days per week by teacher to serve as a means to help students increase academic achievement in math, language arts and reading as well as offering opportunities to assist with homework.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,000	$44,507
Mid-Range Teacher Salary	$65,719	$68,910
Highest Teacher Salary	$82,240	$88,330
Average Principal Salary (Elementary)	$101,509	$111,481
Average Principal Salary (Middle)	$102,013	$115,435
Average Principal Salary (High)		$113,414
Superintendent Salary	$145,484	$169,821
Percent of Budget for Teacher Salaries	43%	39%
Percent of Budget for Administrative Salaries	6%	6%

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 , and the use of technology to improve student learning.

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, technology 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.