

Farmersville Unified School District

Farmersville High School

2010-2011 School Accountability Report Card

Published During the 2011-12 School Year

Serving Grades Nine
through Twelve

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[www.farmersville.k12.ca.us/
aztecs/fhsindex.htm](http://www.farmersville.k12.ca.us/aztecs/fhsindex.htm)

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Principal

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Principal's Message

Farmersville High School is committed to excellence for all students and all programs. Last year, FHS was recognized with a Shining Star Award for exemplary student services. Along with high expectations, we are committed to providing student support so that all students experience success.

The mission of Farmersville High School is to work with parents, students, and community members to ensure that each student succeeds and assumes a responsible role in society. Our vision statement is simple: "Commitment to Excellence". This is a unifying theme that we weave into our every day practice, policies and activities. In partnership with students, parents, staff, and our community, Farmersville High School is committed to:

- Providing opportunities that allow students to be effective communicators.
- Encouraging and enable students to be problem solvers.
- Preparing students to be socially responsible community members.
- Providing access to and experience with technology so that students can be technologically literate workers.
- Promoting critical thinking in all students.

School Profile

Farmersville High School, a six-year WASC accredited school, is located on the southeast side of the town of Farmersville, six miles east of Visalia, and three miles west of Exeter. Located in California's San Joaquin Valley, Farmersville is an agricultural based community of approximately 10,000 people nestled at the foot of the Sierra Nevada Mountains. Farmersville is located in Tulare County, which has diverse cultures and economic levels. The median household income is about \$27,682. Farmersville is a quiet and relatively safe place to live with the violent crime rate being just 5.4 per 1,000 people. The city is small, covering just 1.9 square miles. The city has a rich culture and hosts community events including an annual Memorial Day Parade, Fall Festival, Christmas Tree Lighting, and other events.

During the 2010-11 school year, the school served 673 students in grades nine through twelve, and is the only comprehensive high school in the district of six schools.

Discipline & Climate for Learning

Farmersville High School has found that academics and discipline are the foundation on which to build an effective school. The goal of Farmersville High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school believes students who develop a sense of personal responsibility will mature both academically and emotionally. The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment.

Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	0.3%
American Indian	0.6%
Asian	0.6%
Filipino	0.1%
Hispanic or Latino	92.7%
Pacific Islander	-
White	5.5%
Two or More	0.1%
None Reported	-

Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	172	115	68	781	936	246
Suspension Rate	25.0%	17.0%	10.1%	30.5%	36.3%	9.4%
Expulsions	9	2	0	3	2	0
Expulsion Rate	1.3%	0.3%	0.0%	0.1%	0.1%	0.0%

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic, extracurricular, and enrichment activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

Athletics:

- Cheerleading
- Football
- Cross Country
- Volleyball
- Basketball
- Wrestling
- Track
- Baseball
- Softball
- Soccer

Clubs:

- Spanish
- AVID
- Art Club
- Key Club
- CSF
- Leadership Club
- Book Club
- FOR Club
- Class of 2012, 2013, 2014 and 2015
- TRIO-Upward Bound

Performing Arts:

- Choir
- Band
- Guitar
- Jazz
- Mariachi
- Drama

Students are also encouraged to participate in The Club. The Club program offers tutorials, computers, intermural, cultural activities, games, and homework help.

Major Events at the school include the Career Fair, College Night, Yearbook Night, Culture Night, and Senior Scholarship Awards Night.

School Enrollment & Attendance

Regular daily attendance is a priority at Farmersville High School. Parents are notified of absences through automated phone calls, letters, parent meetings, Student Study Team meetings, CARB, and home visits. Parents are advised to schedule all appointments for their child after school hours. Good attendance is encouraged through motivational incentives, including attendance awards.

Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the District's School Attendance Review Board (SARB). Students are referred to SARB if they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling do not resolve the situation.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
9th	200	196	187
10th	181	168	178
11th	163	175	150
12th	143	139	151

Class Size

Parent volunteers and instructional aides assist teachers in the classroom. The table indicates the average class size, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Subject Area												
English	25	25	22	15	17	10	12	12	22	7	7	-
Mathematics	23	23	23	13	14	8	16	16	20	-	-	-
Science	26	25	25	3	4	4	7	7	16	2	2	3
Social Science	27	25	25	3	7	7	11	13	18	1	1	6

Dropout & Graduation Rates

Farmersville High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Adult Education Classes, Cyber High Recovery Program, Counseling, Outreach Consultant Services, Concurrent enrollment at College of the Sequoias, Tutorials, Student Study Teams, Individual Four Year Plans, Parent Training, and SARB & CARB.

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	0.30%	2.00%	1.60%
Graduation Rate	91.74%	88.41%	91.67%

Instructional Time (Includes Minimum Days)

For the 2010-11, Farmersville High offered 180 days of instruction, comprised of 176 regular days and four minimum days. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	65,837

Instructional Materials

The school district held a public hearing on September 27 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	ELD	High Point	2005	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	Health	Health	1999	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2003	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2003	Yes	0.0%
9th-12th	Mathematics	Globe Fearson	2003	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2008	Yes	0.0%
9th-12th	Reading/ Language Arts	McDougal Littell	2003	Yes	0.0%
9th-12th	Science	Prentice Hall	1999	Yes	0.0%
9th-12th	Science	Thompson	2003	Yes	0.0%

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Library Information

The school's library, staffed by a full-time library assistant, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before school, at break, during lunch, and after school. The library had extended hours (3:00 - 6:00pm) through The Club.

The library contains 25 computer workstations connected to the Internet allowing students to access resources and information online.

Computer Resources

All classrooms contain a minimum of three to five computers that are connected to the Internet in addition to a teacher computer. Farmersville High School also has one computer lab with 30 computers and a technology classroom containing an addition 30 computer workstations. A technology coordinator oversees the computer lab on an as-needed basis but individual teachers supervise the daily use of the lab. The technology class is staffed by a full-time credentialed teacher.

Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in keyboarding, and Microsoft Word, PowerPoint and Excel.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Farmersville or the neighboring city of Visalia, which contain numerous computer workstations.

Counseling & Support Staff

It is the goal of Farmersville High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor-to-pupil ratio is 1:336. The table lists the support service personnel available at Farmersville High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	2	2.0
Health Aide	1	1.0
Library Assistant	1	1.0
Outreach Consultant	1	1.0
Psychologist	1	1.0
Resource Aide	1	1.0
Resource Teacher	1	1.0
School Resource Officer	1	1.0

Tulare County Office of Education provides additional support through ERS Library, special education, and migrant and consultant services.

Special Education services include in-class push in services, pull-out, tutoring, individualization, after school tutorials, counseling, Sequoia Youth Services, and Student Study Team support.

All English Language Learner (ELL) students receive English Language Development (ELD) instruction in specialized class offerings based on students' needs. Each ELL student has a portfolio for individualized monitoring of his/her progress. Other services for ELL students include counseling, Student Study Team support, and tutorials.

Gifted and Talented Education (GATE) students receive specialized instruction through classes built into the master schedule.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	21	34	33	26	32	33	50	52	54
Mathematics	7	10	20	33	35	40	46	48	50
Science	19	22	27	33	34	34	50	53	56
History/Social Science	26	29	34	24	25	29	41	44	48

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	33	40	34	29
School	33	20	27	34
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	33	20	28	34
Pacific Islander	*	*	*	*
White	31	14	25	42
Males	28	19	29	42
Females	38	21	26	27
Socioeconomically Disadvantaged	33	19	27	33
English Learners	10	7	*	12
Students with Disabilities	11	15	*	15
Migrant Education	29	21	21	22
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2009-2010	-
Year in PI (2011-12)	Year 2	-
# of Schools Currently in PI	-	6
% of Schools Identified for PI	-	100.00%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the current Growth API at the school, district, and state level.

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	468	725	1,829	715	4,683,676	778
Hispanic or Latino	435	730	1,722	717	2,406,749	729
White	25	673	84	685	1,258,831	845
Socioeconomically Disadvantaged	421	728	1,587	715	2,731,843	726
English Learners	274	697	1,160	695	1,521,844	707
Students with Disabilities	31	563	90	504	521,815	595

API School Results			
	2008	2009	2010
Statewide	1	1	3
Similar Schools	3	3	9
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	5	80	38
Hispanic or Latino			
Actual API Change	-1	82	42
Socioeconomically Disadvantaged			
Actual API Change	5	80	42
English Learners			
Actual API Change	-9	86	45

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	96.0%	*	*
Socioeconomically Disadvantaged	96.0%	*	*
African American	100.0%	*	*
American Indian	100.0%	*	*
Asian	100.0%	*	*
Hispanic or Latino	95.0%	*	*
White	100.0%	*	*
Multiple or No Response	N/A	N/A	*

* Data was not available at the time of publication.

Physical Fitness

In the spring of each year, Farmersville High is required by the state to administer a physical fitness test to all students in grades nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility.

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2010-11 school year 25.8% of ninth grade students met or exceeded state fitness standards.

Advanced Placement Classes

	<u># of Courses</u>
Fine and Performing Arts	-
Computer Science	-
English	-
Foreign Language	1
Mathematics	1
Science	-
Social Science	2
Totals	4
Percent of Students in AP Courses	2.5%

Advanced Placement Classes

Farmersville High encourages students to continue their education past high school. Farmersville High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Students achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2010-11 school year, the college-level courses offered included: U.S. History, Spanish, World History and English.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	30.0	27.0	52.0	32.0	29.0	54.0	37.0	35.0	59.0
Mathematics	33.0	29.0	53.0	26.0	24.0	54.0	43.0	41.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	65.0	24.0	11.0	59.0	34.0	7.0
All Students School	63.0	26.0	11.0	57.0	36.0	7.0
Male	69.0	25.0	6.0	52.0	43.0	5.0
Female	58.0	26.0	16.0	52.0	43.0	5.0
Hispanic or Latino	62.0	26.0	11.0	54.0	38.0	8.0
White	54.0	31.0	15.0	85.0	8.0	8.0
English Learners	98.0	2.0	-	79.0	21.0	-
Socioeconomically Disadvantaged	63.0	26.0	11.0	56.0	36.0	7.0
Receiving Migrant Education Services	79.0	7.0	14.0	71.0	21.0	7.0
Students with Disabilities	83.0	8.0	8.0	75.0	25.0	-

Workforce Preparation

Farmersville High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. It is the goal of Farmersville High School to help students understand the importance of Career Technical Education and experience how employees apply career technical and academic learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts.

Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and workforce-readiness. Farmersville High School students may participate in the school's Regional Occupational Program (ROP) and Career Technical Education courses.

The school addresses the needs of all students in career preparation, through the following:

- Counseling & Guidance
- Supplemental student support services
- Professional development for teachers
- Community Partnerships
- Career Fair
- Community Training

The following Career/Technical Education (CTE) program courses are offered to all students on-site:

- Fundamentals of Visual Arts
- Studio Art Ceramics
- Studio Art Drawing
- Photography
- Advanced Black & White Photography
- Desktop Publishing
- Video Production
- Graphic Production
- Animal Science
- Introduction to Agriculture
- Ag Mechanics
- General Horticulture

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated through a combination of 1) mastery of employment readiness standards; 2) results of career/technical skills assessments; 3) participation in career/technical student organizations; and/or 4) placement of program completers in employment, post-secondary education, or the military. For more information about Career/Technical Education and/or ROP, please contact Patty Vasquez at (559) 594-4567.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	579
What percent of the school's pupils complete a CTE program and earn a high school diploma?	18.9
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	5.0

UC/CSU Course Completion

Students at Farmersville High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/ CSU Admission	59.4%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	19.7%

** Duplicated Count (one student can be enrolled in several courses).*



Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Teacher Assignment

Farmersville High School recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Farmersville High had 31 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	32	30	31	-
Without Full Credentials	4	4	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Parent & Community Involvement

Farmersville High School greatly benefits from its supportive parents. Parents are encouraged to take an active role in the school numerous activities, committees, groups, events, and other venues such as the School Site Council, Parents Activity Participating in Academics (PAPAS), the District and/or site English Language Advisory Committee, Back-to-School Night, Open House, parent education workshops, and small group site tours.

Parents are invited and encouraged to attend a variety of events and awards and recognition ceremonies, such as the AVID Awards Ceremony, the Future Farmers of America Annual Awards Banquet, the grades 9-11 Academic Awards Night, Senior Scholarship Evening, seasonal athletic awards ceremonies, and graduation activities. Parents are encouraged to attend athletic events, concerts, and drama productions.

Parents are invited to participate in advisory and support groups, such as Athletic Teams, Music Supporters and the Ag Advisory Committee. Parents are notified of information, events and activities through flyers, packets, letters, personal phone calls, and our automated dialing system.

Farmersville High School has partnerships with Sequoia Youth Services, Farmersville Kiwanis, Youth for Christ-Campus Life, Chaplin's Program, TRIO-Upward Bound, College of the Sequoias and many local businesses.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Leadership

Leadership at Farmersville High is a responsibility shared between district administration, the principal, assistant principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past five years, leadership duties have been assumed by Principal Ernie Flores. Principal Flores prior experience in education includes teaching at the elementary and high school grade levels as well as in Adult Education. Mr. Flores has served as a Dean of Students, Assistant Principal and Director of Alternative Education.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Leadership Team, Department Chairs, and Safety Committee.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Farmersville High School office at (559) 594-4567 or visit the school's webpage <http://www.farmersville.k12.ca.us/aztecs/fhsindex.htm>.

Safe School Plan

Safety of students and staff is a primary concern of Farmersville High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated every fall by the School Safety Committee. All revisions are communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before school, during lunch and after school by administration and counseling staff. There is a designated area for student drop off and pick up at the front of the school. All visitors must sign in at the front office.

School Facilities

Farmersville High School facilities were built in 2000. The campus consists of 36 permanent classrooms, a library, two computer labs, a gym, administrative offices, a staff room, two athletic fields and one athletic stadium.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Maintenance & Repair

The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication, 100% of restrooms on campus were in good working order.

Cleaning Process & Schedule

A team of one full-time day and three full-time night custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe every day. At the time of publication 100% of the schools restrooms were in working order.

School Facility Conditions				
Date of Last Inspection: 09/13/2011				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		700 Wing - Rm. 703, 705, 706, 707: Water-stained ceiling tiles. 400 Wing (upper level) - Rm 422: Water-stained ceiling tile; Rm. 431: Water-stained ceiling tile.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Gym, Lockers, Band - Gym: four lights out. Needed UCP & Evacuation route.
Restrooms/Fountains		X		400 Wing (lower level) - Drinking fountain by Rm. 402: one faucet not working, other too much water pressure, tile missing above drinking fountain area. Admin Building - Mens RR: Paper Towel holder needs to be fixed. Gym, Lockers, Band - Girls locker: Paper Towels out, Third toilet leak, one sink faucet not working. Boys locker: 2nd urinal from left has leak, paper towel holder needs repair and towels, no water from one sink with three faucets (two sink sensor plates missing).
Safety (Fire Safety, Hazardous Materials)	X			400 Wing (lower level) - Rms: 403, 405, 406, 409 had chemicals in unlocked cabinets.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year the District allocated \$100,000 for deferred maintenance program. This represents 0.45% of the District's general fund budget.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2009-10 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state. The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$61,054
District	\$63,599
Percentage of Variation	-4.01%
School & State	
All Unified School Districts	\$63,062
Percentage of Variation	-3.19%

Teacher & Administrative Salaries as a Percentage of Total Budget

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$40,672	\$39,074
Mid-Range Teachers	\$61,221	\$60,172
Highest Teachers	\$73,932	\$78,468
Elementary School Principals	\$89,234	\$95,926
Middle School Principals	\$89,327	\$99,356
High School Principals	\$105,149	\$107,041
Superintendent	\$138,994	\$148,555
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.5%	38.8%
Administrative Salaries	5.9%	6.0%

District Expenditures

Farmersville Unified School District spent an average of \$9,223 to educate each student (based on 2009-10 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,554
From Restricted Sources	\$1,970
From Unrestricted Sources	\$4,584
District	
From Unrestricted Sources	\$4,584
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-15.97%

District Revenue Sources

In addition to general state funding, Farmersville High receives state and federal funding for the following categorical funds and other support programs:

- Title I
- Title IV
- Special Education Stimulus
- Agricultural Vocational Education
- Pupil Retention Block Grant
- Special Education
- Economic Impact Aid/ State Compensatory Education
- Agricultural Vocational Education Incentive
- Title II
- Title I Stimulus
- SFSF
- GATE

Data Sources

Data within the SARC was provided by the school district, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.



Notes