Farmersville High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Farmersville High School
Street	631 E. Walnut Ave.
City, State, Zip	Farmersville, CA, 93223
Phone Number	559-594-4567
Principal	Emily Koop
Email Address	ekoop@farmersville.k12.ca.us
School Website	https://www.farmersville.k12.ca.us/Domain/9
County-District-School (CDS) Code	54-75325-5430210

2021-22 District Contact Information

District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Dr. Paul Sevillano
Email Address	psevillano@farmersville.k12.ca.us
District Website Address	www.farmersville.k12.ca.us

2021-22 School Overview

Farmersville High School, a six-year WASC accredited school, is located on the southeast side of the town of Farmersville. Located in California's San Joaquin Valley, Farmersville is an agriculturally based community of approximately 10,750 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 approximately $38,360. Farmersville is a quiet and relatively safe place to live with the violent crime rate being 14% below the national average. 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 others.

During the 2021-2022 school year, FHS served 710 students in grades nine through twelve through distance learning, and is the only comprehensive high school in the district of six schools.

2021-2022 Mission & Vision

Mission:
Farmersville High School pledges to Empower students to be Motivated, maintain Professionalism, have Integrity, be Respectful, and demonstrate Empathy (EMPIRE) as students, community members, and lifelong Aztec Ambassadors.

Vision:
Farmersville High School will be an exemplary learning community that fosters academic and social development for all students. We are dedicated to creating platforms for all learners to be productive members of society and leaders of tomorrow.

Farmersville Unified School District Mission Statement:
"Preparing students to be productive members of society and innovative leaders of tomorrow."

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	181
Grade 10	206
Grade 11	181
Grade 12	148
Total Enrollment	716

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	0.1
Asian	0.7
Black or African American	0.3
Hispanic or Latino	94.6
White	2.5
English Learners	24.7
Foster Youth	1
Homeless	1.5
Migrant	51
Socioeconomically Disadvantaged	94.8
Students with Disabilities	4.7

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31
Intern Credential Holders Properly Assigned	3
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	39

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	5
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	5

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on August 24, 2021 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 August 24, 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	August 24, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2017/Digital Access APEX 2017	Yes	0
Mathematics	CPM 2015/Digital Access APEX 2017	Yes	0
Science	Houghton Mifflin 2019/Digital Access APEX 2017	Yes	0
History-Social Science	SAAVAS (Pearson) 2019/Digital Access APEX 2017	Yes	0
Foreign Language	Wayside 2021/Digital Access APEX 2017	Yes	0
Health	Prentice Health 1999 APEX 2017	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Houghton Mifflin 2019/Digital Access APEX 2017	Yes	0

School Facility Conditions and Planned Improvements

Farmersville High School facilities were built in 1998. The campus consists of 37 permanent classrooms, a library, two computer labs, a gym, administrative offices, a staff room, two athletic fields, one athletic stadium and a new Career Technical Education building.

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

Year and month of the most recent FIT report	8/13/2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	180	159	88.33	11.67	33.33
Female	93	82	88.17	11.83	37.8
Male	87	77	88.51	11.49	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	168	147	87.5	12.5	29.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	23	76.67	23.33	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	170	150	88.24	11.76	33.33
Students Receiving Migrant Education Services	11	10	90.91	9.09	--
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	180	149	82.78	17.22	3.38
Female	93	77	82.80	17.20	2.60
Male	87	72	82.76	17.24	4.23
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	168	137	81.55	18.45	2.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	21	70.00	30.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	170	140	82.35	17.65	2.88
Students Receiving Migrant Education Services	11	9	81.82	18.18	--
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	15.99	N/A	10.47	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	332	294	88.55	11.45	15.99
Female	163	153	93.87	6.13	13.73
Male	169	141	83.43	16.57	18.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	310	276	89.03	10.97	14.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	27.27
English Learners	57	44	77.19	22.81	0.00
Foster Youth	--	--	--	--	--
Homeless	12	8	66.67	33.33	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	258	227	87.98	12.02	13.66
Students Receiving Migrant Education Services	25	24	96.00	4.00	8.33
Students with Disabilities	24	10	41.67	58.33	--

2020-21 Career Technical Education Programs

The Farmersville High School Career Technical Education (CTE) programs prepare students for postsecondary employment or training through the development of real-world job skills. It is the goal of FHS to help students understand the importance of Career Technical Education and experience how the acquired skills may be applied in the workplace.

Curriculum and instructional strategies are aligned with state frameworks and foster critical thinking, problem solving, leadership, and work-force readiness. All FHS students may participate in any of the school's CTE programs. FHS addresses the career preparation needs of all students through the following:

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

FHS offers 11 CTE pathways for students across 7 industry sectors including:

- Agriculture and Natural Resources (Animal Science, Plant Science and Agriscience)
- Arts, Media and Entertainment (Digital Media, Web Design and Film)
- Building Trades (Residential & Commercial Construction)
- Business (Business Management)
- Hospitality, Tourism and Recreation (Food Science and Nutrition)
- Manufacturing and Product Development (Welding and Material Joining)
- Public Services (Public Safety)

Pathways are supported by a CTE advisory consisting of representatives from various industries including Law Enforcement, Media Arts, Agriculture, Small Business, and local community colleges.

All courses offered in the pathway sequences are conducted directly by Farmersville High School and incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy CSU/UC college admissions requirements. For more information about Farmersville High School's Career Technical Education programs please contact the Farmersville High School Principal, Emily Koop at (559) 594-4567.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	642
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	3.6

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.86
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	42.76

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

FHS is committed to providing opportunities for the maximum growth and development of each individual student. This commitment includes the involvement of parents, volunteers, and community partnerships. FHS strives to ensure that each year is a positive and successful experience for students and their families. Even though we have opened up in Concurrent Instruction model due to COVID-19 we are still providing opportunities for parents and the community to access our programs which are facilitated through:

- Student Study Team Meetings
- Parent Education Programs

o Parent Institute for Quality Education (PIQE)
o Parent Empowerment Program (PEP)

- School Site Council (SSC)
- English Language Acquisition Committee (ELAC)
- Athletic events and activities
- Culture Night
- Family Literacy Education Program
- Open House
- Back to School Night
- College Night
- Awards programs; academic and extra-curricular activities
- Classroom, club, and activity volunteers
- Community Service Projects
- 9th grade, fall, and spring orientations
- Student handbooks/agendas
- Home visits
- Progress Reports
- Fall and Spring Orientations
- School Resource Officer

2021-22 Opportunities for Parental Involvement

- Outreach Consultant
- Community Liaison
- Academic Performances in the Performing Arts
- Parent Picnic events
- Nurse and Health Aide
- Parent information nights
- Mental Health Resources

For information regarding organized opportunities for parental involvement, please contact the School Community Liaison or Principal in the main office at (559) 594-4567
*Please, note some of these opportunities may be very different due to the pandemic, however, it is a priority to have open communication with our parents, students, and community such as student engagement recognitions i.e. Student Attendance recognition; Student Engagement; Student of the Quarter; Aztec of the Semester.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.6	2.0	1.4	9.7	8.0	5.5	9.0	8.9	9.4
Graduation Rate	97.7	96.6	97.3	85.9	88.6	92.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	146	142	97.3
Female	70	68	97.1
Male	76	74	97.4
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	138	134	97.1

Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	36	33	91.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	141	137	97.2
Students Receiving Migrant Education Services	19	19	100.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	754	732	53	7.2
Female	364	350	20	5.7
Male	390	382	33	8.6
American Indian or Alaska Native	2	2	0	0.0
Asian	5	5	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	709	690	51	7.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	19	18	0	0.0
English Learners	186	181	20	11.0
Foster Youth	10	7	1	14.3
Homeless	16	14	4	28.6
Socioeconomically Disadvantaged	713	696	53	7.6
Students Receiving Migrant Education Services	56	55	7	12.7
Students with Disabilities	37	36	10	27.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.07	0.13	4.25	0.23	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.68	7.00	2.45
Expulsions	0.13	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.13	0.00
Female	0.00	0.00
Male	0.26	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.54	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	0.00

2021-22 School Safety Plan

Safety of students and staff is a primary concern of Farmersville High School. The school is 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 year by the School Safety Committee and School Site Council. 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. Lockdown, fire, and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before school, during break, lunch, and after school by administration, counseling staff, and campus supervisors. There is a Student Resource Officer (SRO) available on site. There is a designated area for student drop off and pick up with an outlined traffic pattern. All visitors must sign in at the front office.

Due to COVID-19 Pandemic there have been many logistical changes to the site in order to ensure the safety of our staff, students, parents, and visitors. The necessary CDC and Department of Health guidelines have been implemented and protocols put in place to address the safety needs.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	23	1
Mathematics	25	6	21	
Science	26	4	13	1
Social Science	26	4	13	4

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	22	2
Mathematics	25	7	20	1
Science	26	4	11	3
Social Science	26	3	15	2

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	6	22	5
Mathematics	27	3	16	5
Science	27	3	11	3
Social Science	30	3	9	8

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	358

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,227.00	$1,489.00	$7,737.00	$70,996.00
District	N/A	N/A	$9,943.00	$77,871
Percent Difference - School Site and District	N/A	N/A	-25.0	-5.6
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-8.7	-6.4

2020-21 Types of Services Funded

* Title 1
* Title 2
* Title 3
* Title 4
* CTEIG
* Agricultural Incentive Grant
* LCAPP
* LCFF
* Lottery
* Special Education
* Carl D. Perkins
* K12 Strong Workforce Program
* ASSESTS
* ESSERS

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,848	$48,119
Mid-Range Teacher Salary	$76,269	$74,665
Highest Teacher Salary	$95,820	$98,160
Average Principal Salary (Elementary)	$108,667	$118,542
Average Principal Salary (Middle)	$111,379	$125,068
Average Principal Salary (High)	$121,401	$133,516
Superintendent Salary	$147,674	$194,199
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	21.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered	11

Professional Development

Farmersville Unified School District utilizes three days for staff development where staff members are offered professional growth opportunities in curriculum development, teaching strategies, and pedagogy. 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. In addition, FUSD has built late start Mondays into the calendar to provide opportunities for staff development through Professional Learning Communities (PLC). Professional Development at the site level includes training on engagement strategies, English Learners, raising rigor, Common Core, and data reviews to assess student learning. Teachers are supported during instruction implementation using a variety of approaches including feedback, student performance data, teacher-principal meetings, through peer support, and the Academic Coach.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Farmersville Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Dr. Paul Sevillano
Email Address	psevillano@farmersville.k12.ca.us
District Website Address	www.farmersville.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1343	1238	92.18	7.82	21.58
Female	660	616	93.33	6.67	24.19
Male	683	622	91.07	8.93	19.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	1286	1183	91.99	8.01	21.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	39	97.50	2.50	23.08
White	--	--	--	--	--
English Learners	495	464	93.74	6.26	5.18
Foster Youth	12	11	91.67	8.33	18.18
Homeless	32	24	75.00	25.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1266	1171	92.50	7.50	21.20
Students Receiving Migrant Education Services	87	85	97.70	2.30	18.82
Students with Disabilities	90	74	82.22	17.78	4.11

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1343	1183	88.09	11.91	8.63
Female	660	591	89.55	10.45	8.29
Male	683	592	86.68	13.32	8.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	1286	1136	88.34	11.66	8.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	33	82.50	17.50	9.09
White	--	--	--		--
English Learners	495	454	91.72	8.28	3.53
Foster Youth	12	11	91.67	8.33	0.00
Homeless	32	22	68.75	31.25	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1266	1119	88.39	11.61	8.14
Students Receiving Migrant Education Services	87	82	94.25	5.75	4.88
Students with Disabilities	90	72	80.00	20.00	4.17

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.