

Farmersville High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Farmersville High School
Street	631 East Walnut Ave.
City, State, Zip	Farmersville, CA 93223-2203
Phone Number	(559) 594-4567
Principal	Jesus Gonzalez
Email Address	jgonzalez@farmersville.k12.ca.us
School Website	https://fhs.farmersville.k12.ca.us/
Grade Span	
County-District-School (CDS) Code	54-75325-5430210

2025-26 District Contact Information

District Name	Farmersville Unified School District
Phone Number	559-592-2010
Superintendent	Mr. Manuel Mendez
Email Address	mmendez@farmersville.k12.ca.us
District Website	www.farmersville.k12.ca.us

2025-26 School Description and Mission Statement

Farmersville High School, a 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 11,000 residents 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 \$45,000. Farmersville is a quiet and relatively safe place to live with the violent crime rate being 3.4% per 1,000 residents. The city is small, covering just 2.3 square miles. The city hosts community events including an annual Memorial Day Parade, Fall Festival, Christmas Tree Lighting, and others. In recent years it has grown with business and a medical facility is in the center of town for families to access.

During the 2024-2025 school year, FHS served 725 students in grades nine through twelve and is the only comprehensive high school in the district of six schools.

Mission Statement (Adopted 2024-2025)

Mission:

At Farmersville High School, we empower all student to excel academically, develop critical thinking skills, and become lifelong learners.

Vision Statement (Adopted 2024-2025)

Vision:

Our vision at Farmersville High School is to empower students to be productive members of society with strong character who make a positive impact in their communities and the world.

Farmersville Unified School District Mission Statement:

"Preparing students to be productive members of society and innovative leaders of tomorrow."

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	166
Grade 10	187
Grade 11	177
Grade 12	181
Total Enrollment	711

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	50.9
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	0.1
Hispanic or Latino	96.2
Two or More Races	0.3
White	2.8
English Learners	18.8
Foster Youth	0.4
Homeless	1.1
Migrant	4.5
Socioeconomically Disadvantaged	87.1
Students with Disabilities	7.6

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.9	79.63	106.2	79.41	234405.2	84
Intern Credential Holders Properly Assigned	2.4	6.62	6.2	4.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.7	7.18	8.6	6.49	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	1.73	2.9	2.21	11953.1	4.28
Unknown/Incomplete/NA	1.7	4.76	9.6	7.21	15831.9	5.67
Total Teaching Positions	37.6	100	133.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.2	69.96	99.2	77.23	231142.4	83.24
Intern Credential Holders Properly Assigned	3	8	7.7	6.03	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	8	10	7.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	3.44	4.2	3.29	11746.9	4.23
Unknown/Incomplete/NA	3.9	10.58	7.2	5.62	14303.8	5.15
Total Teaching Positions	37.5	100	128.5	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.3	80.36	94.4	79.54	230039.4	100
Intern Credential Holders Properly Assigned	2.4	6.86	4.4	3.72	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	4.93	12	10.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.42	3.6	3.08	12112.8	4.34
Unknown/Incomplete/NA	2.2	6.41	4.1	3.49	13705.8	4.91
Total Teaching Positions	35.2	100	118.7	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2.00	2	0
Misassignments	0.70	1	1.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.70	3	1.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.60	1.2	0.5
Total Out-of-Field Teachers	0.60	1.2	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	3.4	4.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	3.2	0.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on August 26, 2025 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 on August 1, 2025 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 1, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill (Study Sync) 2017/Digital Access APEX 2017	0
Mathematics	CPM (Integrated Math 1, 2, 3) 2015/Digital Access APEX 2017	0
Science	Houghton Mifflin (Science Dimensions) 2019/Digital Access APEX 2017	0
History-Social Science	SAVVAS Pearson (CA Social Sciences) 2019/Digital Access APEX 2017	0
Foreign Language	Wayside (Entre Culturas Levels 1-4) 2021/Digital Access APEX 2017	0
Health	Prentice Hall (Health Skills for Wellness) 1999 APEX 2017	0
Science Laboratory Equipment (grades 9-12)	Houghton Mifflin 2019/Digital Access APEX 2017	0

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

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, Aquatic Center, and Career Technical Education building.

The facilities at Farmersville High School remain in good condition. All systems, including gas, mechanical/HVAC, and sewer, remain functional and are serviced on an ongoing basis. Custodial and MOT staff provide ongoing custodial and maintenance service to keep the school clean, orderly, and pest-free. All restrooms have functional sinks, and the water fountains are operating normally. There are no issues with the structural integrity of any of the school buildings, including the roofs of the buildings. All doors, gates, and fences are in good working order, which continue to provide a secure perimeter to the school as well as a safe entrance/exit from each building and classroom. Recent work on the school facilities includes the upgrade of the existing fire alarm system across the campus. Future plans for facilities upgrades include a plan for the construction of a multipurpose building or cafeteria on the east side of the school, upgrading electrical equipment and sump pumps, and installing solar panels on campus.

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. Any items that would be noted in the table would have been corrected or are in the process of remediation at the time of the SARC posting.

Year and month of the most recent FIT report

July 7, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Recently upgraded the site chiller HVAC system throughout site.
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			Fire alarm system upgraded throughout the campus.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	56	27	29	47	48
Mathematics (grades 3-8 and 11)	8	12	13	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	179	178	99.44	0.56	55.62
Female	92	91	98.91	1.09	60.44
Male	86	86	100.00	0.00	51.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	168	167	99.40	0.60	56.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	34	34	100.00	0.00	8.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	157	99.37	0.63	56.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	5.88

2024-25 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	180	176	97.78	2.22	11.93
Female	93	90	96.77	3.23	10.00
Male	86	85	98.84	1.16	14.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	169	165	97.63	2.37	11.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	34	33	97.06	2.94	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	155	97.48	2.52	12.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	16	94.12	5.88	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.11	12.08	12.43	11.69	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	359	356	99.16	0.84	12.08
Female	183	181	98.91	1.09	11.05
Male	175	174	99.43	0.57	13.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	342	339	99.12	0.88	11.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	21.43
English Learners	70	69	98.57	1.43	1.45
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	269	266	98.88	1.12	13.53
Students Receiving Migrant Education Services	16	16	100.00	0.00	25.00
Students with Disabilities	29	29	100.00	0.00	0.00

2024-25 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 9 CTE pathways for students across 6 industry sectors including:

- Agriculture and Natural Resources (Animal Science and Plant Science)
- Arts, Media and Entertainment (Digital Media, Web Design and Film)

2024-25 Career Technical Education Programs

- Building Trades (Residential & Commercial Construction)
- Business (Business Management)
- Hospitality, Tourism and Recreation (Food Science and Nutrition)
- Manufacturing and Product Development (Welding and Material Joining)

Pathways are supported by a CTE advisory consisting of representatives from various industries including 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, Jesus Gonzalez at (559) 594-4567 and/or the Farmersville Unified School District CTE Coordinator Selene Medina at (559) 594-4567.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	569
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	67.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.5

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	46.96

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	100%	100%	100%	100%
Grade 7	94%	94%	94%	94%	94%
Grade 9	95%	96%	95%	95%	95%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Farmersville High School 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. Below are examples of parent/guardian involvement opportunities and resources that are available:

- Student Study Team Meetings
- Parent Education Programs
- Parent Institute for Quality Education (PIQE)
- Parent Empowerment Program (PEP)
- School Site Council (SSC)
- English Language Acquisition Committee (ELAC)
- Athletic events and activities
- Culture Events
- Open House
- Back to School Night
- College Night
- Awards programs; academic and extra-curricular activities
- Classroom, club, and activity volunteers
- Community Service Projects
- Fall & Spring Parent orientations
- Parent Information Nights

School Supports/Vape Educate/Gang Prevention/College & Career

- Student handbooks/agendas
- Home visits
- Progress Reports

2025-26 Opportunities for Parental Involvement

- School Resource Officer
- Outreach Consultant
- Community Liaison
- Performing Arts Events
- Parent/Student Lunch events
- Nurse and Health Aide
- Mental Health Resources and information events

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 these opportunities are a priority and it is important to have open communication with our parents/guardians, students, and community such as student engagement recognitions (i.e. Student Attendance recognition; Student Engagement; Student of the Quarter; EMIPIRE- Student & Staff Recognition; Aztec of the Semester; etc.)

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.3	1.3	0	1.6	1.1	0.9	8.2	8.9	8
Graduation Rate	98.1	98.7	100	97.9	98.9	98.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	181	181	100.0
Female	90	90	100.0
Male	91	91	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	175	175	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	63	63	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	180	180	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	15	15	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	757	736	90	12.2
Female	370	356	41	11.5
Male	386	379	49	12.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	723	706	84	11.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	21	6	28.6
English Learners	158	151	18	11.9
Foster Youth	--	--	--	--
Homeless	23	23	12	52.2
Socioeconomically Disadvantaged	675	659	84	12.7
Students Receiving Migrant Education Services	33	33	2	6.1
Students with Disabilities	64	60	13	21.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.91	6.32	6.21	5.46	5.95	6.85	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.26	0	0	0.12	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.21	0.26
Female	3.24	0.00
Male	9.07	0.52
Non-Binary	0.00	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	5.95	0.28
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	16.67	0.00
English Learners	5.70	0.63
Foster Youth	0.00	0.00
Homeless	13.04	0.00
Socioeconomically Disadvantaged	6.07	0.30
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.50	0.00

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

2025-26 School Safety Plan

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. The School Site Safety plan was reviewed with School Site Council and ELAC committee on January 29, 2026. The plan was shared with the school faculty on January 28, 2026. 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.

The Emergency Response Plan is a structured approach to ensuring the safety of students, staff, and facilities during emergencies. It delineates a clear command hierarchy from the district to the school level and outlines specific responsibilities for various emergency roles. To aid in preparation, section binders have been provided to staff, facilitating their readiness for potential crises. Emergencies are categorized into three levels: Level One involves localized events managed by school personnel; Level Two encompasses moderate emergencies requiring external support; and Level Three pertains to major disasters necessitating extensive mutual aid. The implementation of the plan begins with the Superintendent or Principal and mandates that staff remain on campus to fulfill their duties. Comprehensive training, annual drills, and hazard assessments ensure all personnel are well-versed in emergency procedures and prepared for effective response. Parent communication is a key element, as families are informed annually about emergency protocols and required to complete Emergency Cards for student release authorization. The plan also includes measures for student release during emergencies, maintaining essential information for effective management. Additionally, a Multi-Hazard Reference Guide is provided in accessible locations within the school, detailing specific emergency signals and the corresponding actions, promoting clarity and efficiency during crises.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	25	2
Mathematics	23	12	15	2
Science	25	5	13	0
Social Science	24	9	12	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	7	27	2
Mathematics	23	14	13	1
Science	23	7	11	
Social Science	24	6	11	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	16	15	3
Mathematics	28	3	15	4
Science	24	10	9	1
Social Science	29	3	10	4

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	242.67

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13703	3374	10329	90852
District	N/A	N/A	14641	\$92,174
Percent Difference - School Site and District	N/A	N/A	-83.8	-3.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-4.2	3.6

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2024-25 school year, the district received federal and state aid for the following categorical, special education, and support programs:

Federal Programs

- Title I, Part A, Compensatory Education
- Title I, Part C, Migrant Education
- Title II, Part A, Improving Teacher Quality
- Title III, Limited English Proficient
- Title IV Part A SSAE
- IDEA, Special Education

State Programs

- Supplemental and Concentration Funds
- Child Development Programs
- CTEIG
- Agricultural Incentive Grant
- Carl D. Perkins
- K12 Strong Workforce Program
- ASSETS
- Lottery

The students at Farmersville High School benefit from research-proven interventions that are designed to address the individual needs of all our students. Here are some services provided at the school:

- An Intervention Teacher specializing in English supports students directly, as well as provide coaching for teaching staff on successful teaching strategies to improve reading growth.
- An Intervention Math teacher on special assignment to provide intensive math intervention for students who need extra assistance and provide coaching for teaching staff on successful teaching strategies to improve growth.
- Two Instructional Aides to provide academic support students in classes.
- Academic Coach supports teaching staffing with instructional strategies, academic planning, assessment coordination, English Learner monitoring/supports for teachers and students.
- Positive Behavior Interventions and Supports (PBIS) is implemented schoolwide through our EMPIRE initiative which includes, students, parents, guardians, and staff.
- Three full-time counselors works on site to support students with social, behavioral, and academic needs.
- A Social Worker to assist with the social and emotional needs of the students.
- An Outreach Consultant focuses on dropout prevention providing support to students who are chronically absent. They provide resources to students and their families to remove obstacles.

Fiscal Year 2024-25 Types of Services Funded

- A CTE Coordinator/Counselor to provide opportunities for College and Career readiness through CTE. This position monitors funding and meets with students to provide academic planning supports and CTE opportunities for career readiness.
- A Community Liaison works with students and families to provide resources for clothing, food, home needs, hygiene packets, school supplies, community resources, etc. to support all student/family needs.
- Expanded Learning Opportunities available for all students after school from 3:00PM to 6:00PM daily.
- A 3-week summer school offered to interested students for academic supports.
- A Resource Brochure is located in the front office and with staff to disseminate information regarding supports for students and families.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,207	\$57,978
Mid-Range Teacher Salary	\$91,218	\$89,612
Highest Teacher Salary	\$114,601	\$117,194
Average Principal Salary (Elementary)	\$138,870	\$143,632
Average Principal Salary (Middle)	\$144,090	\$149,447
Average Principal Salary (High)	\$154,532	\$162,334
Superintendent Salary	\$224,628	\$234,076
Percent of Budget for Teacher Salaries	26.83%	27.81%
Percent of Budget for Administrative Salaries	5.21%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	16.3
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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	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	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 teaching 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3