

# Marco Antonio Firebaugh 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the 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 website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2025-26 School Contact Information

<b>School Name</b>	Marco Antonio Firebaugh High School
<b>Street</b>	5246 Martin Luther King Blvd.
<b>City, State, Zip</b>	Lynwood, CA 90262
<b>Phone Number</b>	(310) 886-5200
<b>Principal</b>	Mr. Larry Reed
<b>Email Address</b>	lreed@mylUSD.org
<b>School Website</b>	<a href="https://fhs.lynwood.k12.ca.us">https://fhs.lynwood.k12.ca.us</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	19647740109538

## 2025-26 District Contact Information

<b>District Name</b>	Lynwood Unified School District
<b>Phone Number</b>	(310) 886-1600
<b>Superintendent</b>	Dr. Patrick Gittisriboongul
<b>Email Address</b>	pgittis@mylUSD.org
<b>District Website</b>	<a href="http://www.lynwood.k12.ca.us">http://www.lynwood.k12.ca.us</a>

## 2025-26 School Description and Mission Statement

### Principal's Message

It is my pleasure to introduce this annual School Accountability Report Card. The data and information contained within these pages will prove useful in informing you about our school, including but not limited to academic standings, curriculum and instruction, school facilities conditions and enhancements, and budget. As you read our School Accountability Report Card, you will see a school that ensures every child has equal access to standards based core curriculum in language arts, mathematics, science, and social studies. We also offer rigorous programming such as Advanced Placement courses, in English Language Arts, Mathematics, Sciences, History, and Art. In addition to our challenging courses, we successfully launched other programs

## 2025-26 School Description and Mission Statement

that will help place FHS among the most exceptional schools in the area with: the Project Lead the Way (PLTW) engineering pathway, Film and Production pathway and our Biomedical pathway. Our extensive selection of programs and career pathways all add to preparing our students for their postsecondary college and career plans.

At Marco Antonio Firebaugh High School, we have a hard-working staff that is skilled and dedicated. We place student success first and our parents and the community organizations are becoming very active and supportive. Our goal in presenting parents with this information is to keep our community well-informed. At Marco Antonio Firebaugh High School, there is a culture of pride and ownership and the purpose is learning. The goal of the school is to provide a high quality education that prepares all students to become responsible, independent, socially aware, lifelong learners prepared to design their futures, as well as exercising choice regarding their post-high school education and careers. As the year continues, our leadership team and staff will meet periodically to address our challenges and adjust accordingly to ensure the best possible experience for our students. We had our last Western Association of Schools and Colleges (WASC) full accreditation visit in the Fall of 2022-2023. We received a 6 year accreditation with a mid-cycle review for the Fall of 2025-2026. We have just received our mid-cycle revisit documentation, and we have our accreditation status until June 2029.

**Mission Statement:** Marco Antonio Firebaugh High School aims to inspire and develop inquiring, knowledgeable, and caring young people who help to create a peaceful world through intercultural understanding and respect in the 21st Century. To prepare students, we will focus on student-centered instruction, to be college and career ready, to be empathic, principled, resilient, curious, risk-taking, caring individuals, and effective communicators in a global society. We will collaborate with all stakeholders to help our students be productive members of their community and take pride and ownership in being students at Firebaugh High School.

### Major Achievements

- In supporting our district's mission of equity and access for all students, FHS has continued to have open access to all classes (general education & AP) for all students. Over the course of the last three years we've had a fluctuation in the number of students taking and passing IB and AP exams, as we are growing our AP pathways.
- The total number of AP courses student enrolled in increased by 94 students from 2022-2023. In 2023-2024 there were 493 students enrolled in AP courses. In 2024-2025 school year, the number of AP students have increased and the passing percentages for AP courses have increased.
- In 2023-2024 Firebaugh High School achieved a 96% cohort graduation rate. A cohort is the number of students that start in 9th grade at any given high school. Our graduation rate has been climbing steadily over the last several years, since coming from the Pandemic. In 2024-2025, 92% of our students graduated high school.
- In the 2023-2024, 62% of our seniors graduated A-G ready, which means that they were prepared to take college-level classes upon graduation. In 2024-2025, 58% of our senior class was A-G eligible.
- Interventions have been added to support students academically, socially and emotionally. These interventions are offered throughout the day including before school after school, and lunch. These interventions include support from various partnerships including Edu-Care, The Movement, Cross Roads, and our District's Equity Department.
- During the 2023-2024 school year, FHS Positive Behavior Intervention Services Program went from Bronze award to Gold award. In the 2024-2025 school year, our PBIS status was increased to Platinum.

### Focus for Improvement

- Marco Antonio Firebaugh High School has improved significantly in several academic areas over the past several school years, but this school year we have identified additional areas of improvement. Historically our subgroups have underperformed for several years. The school's focus this year is to support all students, including, English Language Learners, Students with Disabilities, and African American students to continue to decrease the achievement gap. Teachers will be monitoring students within their classes and providing differentiated instruction to students within those two subgroups as well as focusing on student engagement and checking for understanding to ensure all students are mastering the content.
- Rigor and Relevance must be evidenced daily through Checking For Understanding, Student discourse, and creating learning objectives in every classroom.
- All core content areas continue to find areas of improvement with an emphasis on Math and English. Our leadership this year will continue our efforts in our data reflection protocol where we analyze benchmark test results with grade level/ subject level teachers and share best practices. We will provide opportunities for collaboration and support our teachers by providing instructional materials and professional development to continue to address our areas of need. The Administrative team is committed to implementing AVID Strategies school-wide to support academic achievement.
- Firebaugh High School continues to find ways to improve student success in classes. The staff will continue to analyze the number of students receiving Ds and Fs in order to reflect on their teaching and address student need. The goal is to focus on learning recovery to ensure student academic success. The D/F rate has impact on the

## 2025-26 School Description and Mission Statement

school's graduation rate since it requires students to take credit recovery courses and summer school courses to make up classes.

- All stakeholders jointly develop school-wide approaches involving all staff to improve attendance.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	438
Grade 10	434
Grade 11	383
Grade 12	378
<b>Total Enrollment</b>	<b>1,633</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
Asian	0.1
Black or African American	2.9
Filipino	0.1
Hispanic or Latino	96.3
White	0.6
English Learners	16
Foster Youth	0.6
Homeless	9.7
Migrant	0.4
Socioeconomically Disadvantaged	95.7
Students with Disabilities	14

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	61	84.33	473.5	89.37	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1.7	2.42	5.2	0.99	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	0.35	5.8	1.11	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.1	5.79	18	3.41	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	5.1	7.09	27.1	5.11	15831.9	5.67
<b>Total Teaching Positions</b>	72.3	100	529.8	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	61.6	82.82	449.1	86.9	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	3	4.03	4	0.77	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.3	1.79	18.4	3.57	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.6	4.89	17.8	3.46	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	4.8	6.45	27.3	5.3	14303.8	5.15
<b>Total Teaching Positions</b>	74.4	100	516.8	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	54.4	80.22	419	82.99	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	3.9	5.88	9.9	1.98	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.9	2.93	20	3.98	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.5	2.3	14.1	2.79	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	5.8	8.62	41.7	8.26	13705.8	4.91
<b>Total Teaching Positions</b>	67.8	100	504.9	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
<b>Permits and Waivers</b>	0.00	0	1
<b>Misassignments</b>	0.20	1.3	0.9
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.20	1.3	1.9

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	4.10	3.6	1.5
<b>Total Out-of-Field Teachers</b>	4.10	3.6	1.5

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.2	0.8	2.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0.7

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

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2021-2022 school year and whether those textbooks covered the California Content Standards.

Year and month in which the data were collected

10/2021

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Study Sync: Unit 1 Empathy Unit 1, 9th grade, 2017, McGraw-Hill Study Sync: Unit 2 Leadership, 9th grade, 2017, McGraw-Hill Study Sync: Unit 3 Dreams and Aspirations, 9th grade, 2017, McGraw-Hill Study Sync: Unit 4 All for Love, 9th grade, 2017, McGraw-Hill Study Sync: Unit 1 Destiny, 10th grade, 2017, McGraw-Hill Study Sync: Unit 2 Taking a Stand, 10th grade, 2017, McGraw-Hill Study Sync: Unit 3 Technical Difficulties, 10th grade, 2017, McGraw-Hill Study Sync: Unit 4 The Human Connection, 10th grade, 2017, McGraw-Hill Study Sync: Unit 1 We the People, 11th grade, 2017, McGraw-Hill Study Sync: Unit 2 The Individual, 11th grade, 2017, McGraw-Hill Study Sync: Unit 3 Modern Times, 11th grade, 2017, McGraw-Hill Study Sync: Unit 4 Seeking Romance, 11th grade, 2017, McGraw-Hill English A: Language and Literature for the IB Diploma, 11th grade, 2019, Cambridge University Press English A: Language and Literature for the IB Diploma, 12th grade, 2019, Cambridge University Press Edge Reading, Writing & Language, Level A, 9th-12th grade, 2009, Hampton-Brown Expository Reading and Writing Course (Semester One), 12th grade, 2013, California State University	0

	<p>Expository Reading and Writing Course (Semester Two), 12th grade, 2013, California State University  Holt Handbook, Sixth Course, 12th grade, 2003, Holt, Rinehart, Winston  Holt Literature and Language Arts, Course 6, 12th grade, 2003, Holt, Rinehart, Winston</p>	
<b>Mathematics</b>	<p>Algebra 1: Common Core Edition, 2014, SRA McGraw-Hill  Algebra 2, 2004, McDougal Littell  Geometry, 2004, McDougal Littell  Calculus with Analytic Geometry, 2004, Houghton Mifflin  Functional Statistics and Trigonometry, 2016, UCSMP  Calculus, 2004, Houghton Mifflin  Statistical Reasoning in Sports, 2013, BFW Publishers  Mathematics: Core Topics SL 1 (red), 2019, Haese &amp; Harris Publications  Mathematics: Applications and Interpretations SL 2 (orange), 2019, Haese &amp; Harris Publications  Mathematics: Core Topics SL 1 (red), 2019, Haese &amp; Harris Publications  Mathematics: Analysis and Approaches SL 2 (black), 2019, Haese &amp; Harris Publications</p>	0
<b>Science</b>	<p>Holt Biology, 2007, Holt, Rinehart, Winston  Principals of Life High School Edition, 2012, W.H. Freeman &amp; Co.  Physics: Principles with applications, 2005, Pearson-Prentice Hall  Holt Chemistry, 2007, Holt, Rinehart, Winston  Holt California Physics, 2007, Holt, Rhineheart &amp; Winston  Essentials of Anatomy and Physiology, 2007, Pearson  Biology for the IB Diploma, 2014, Hodder Education  Biology for the IB Diploma, 2014, Hodder Education  Intro to Marine Biology, 2010, Brooks/Cole  Standard Level Chemistry 2nd Edition, 2014, Pearson-Prentice Hall  Standard Level Chemistry 2nd Edition, 2014, Pearson-Prentice Hall  Environmental Systems and Societies, 2015, Oxford University Press  Earth Science, 2006, Holt, Rinehart, Winston</p>	0
<b>History-Social Science</b>	<p>World History, 10th grade, Impact California, 2018, McGraw Hill  US History, 11th grade, Impact California, 2018, McGraw Hill  American Democracy, 12th grade, Impact California, 2018, McGraw Hill  Government , 12th, Magruder's American Government, 2006, Prentice Hall  Economics, 12th grade, Contemporary Economics, 2005, Thomson  AP Economics, 12th grade, Krugman's Microeconomics for AP, 2012, Worth Publisher  Philosophy, 11th-12th grade, Looking at Philosophy, 2001, McGraw Hill  Psychology, 11th- 12th grade, Psychology 3rd Edition, 2012, Prentice Hall  AP U.S. History, 11th grade, Updated American History, 2017, McGraw Hill  AP U.S. History, 11th grade, United States History Preparing, 2018, Amsco School Publication</p>	0

	<p>History of Americas IBHL, 12th grade History of Americas 1880-1981, 2015, Oxford University Press</p> <p>History of Americas IBHL, 12th grade, 20th Century World History, 2012, Oxford University Press</p> <p>History of Americas IBHL, 12th grade, The Move to Global War, 2015, Oxford University Press</p> <p>World History A, 10th grade, Modern World History, 2006, McDougal Littell</p> <p>Theory of Knowledge, 11th-12th grade, Theory of Knowledge for IB Diploma, 2015, Cambridge University</p>	
<b>Foreign Language</b>	<p>AP Spanish Language, Abriendo Paso Temas Y Lecturas, 2014, Pearson</p> <p>AP Spanish Literature – Reflexiones Introducción a la Literatura Hispánica, 2013, Pearson</p> <p>Ven Conmigo Level 3, 2003, Holt, Rinehart, Winston</p> <p>Study Sync (online) ELD 3, 2017, McGraw-Hill</p> <p>Autentico: Level 2, 2018, Pearson-Prentice Hall</p> <p>Autentico: Level 3, 2018, Pearson-Prentice Hall</p> <p>Temas: AP Spanish Language and Culture, 2013, Vista Higher Learning</p> <p>Temas: AP Spanish Language and Culture, 2013, Vista Higher Learning</p> <p>Integrated Chinese Simplified Characters 1, 2017, Cheng &amp; Tsui Company, Inc</p> <p>Integrated Chinese Simplified Characters 2, 2018, Cheng &amp; Tsui Company, Inc</p> <p>Integrated Chinese Simplified Characters 3, 2018, Cheng &amp; Tsui Company, Inc</p>	

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

## School Facility Conditions and Planned Improvements

Site new landscape upgraded at various flower beds at courtyard and entry of the campus. The school site is in the planning phase to receive new energy efficient air condition equipment at various buildings of the campus. Phase 1 of installation of HVAC units completed at classroom portables this past summer.

**Year and month of the most recent FIT report**

10/8/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Condensate stains at various classroom ceilings cause by AC left on for long period time. Ceiling tiles removed and replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Field mice found at portables. Pest management treated the issued and resolved.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Removal graffiti at boy restroom and damage paper towel dispensers. Repainted interior walls and replaced damaged dispensers.

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	41	52	31	34	47	48
<b>Mathematics</b> (grades 3-8 and 11)	11	24	20	23	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
<b>All Students</b>	376	361	96.01	3.99	51.94
<b>Female</b>	181	176	97.24	2.76	59.66
<b>Male</b>	195	185	94.87	5.13	44.57
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	367	353	96.19	3.81	52.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0

White	--	--	--	--	--
English Learners	50	47	94.00	6.00	2.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	249	237	95.18	4.82	49.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	52	98.11	1.89	11.54

## 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	376	358	95.21	4.79	24.30
Female	181	175	96.69	3.31	22.29
Male	195	183	93.85	6.15	26.23
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	367	350	95.37	4.63	24.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	50	47	94.00	6.00	10.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	249	234	93.98	6.02	21.37
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	53	52	98.11	1.89	11.54

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	11.33	14.83	11.64	13.54	30.73	32.52

## 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	358	348	97.21	2.79	14.66
Female	182	178	97.80	2.20	16.29
Male	176	170	96.59	3.41	12.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	343	333	97.08	2.92	13.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	47	44	93.62	6.38	2.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	243	234	96.30	3.70	13.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	42	100.00	0.00	4.76

## 2024-25 Career Technical Education Programs

Marco Antonio Firebaugh High School provides Career Technical Education pathways for students within the regular school day. Students have the opportunity to seek a career pathway that will support them in succeeding in college and obtaining vocational goals. In addition, the district is making preparations to integrate Linked Learning which will align core classes to students' career choices. Currently we offer CTE Pathways in the areas of Engineering, Computer Science and the Biomedical field. In the 2024-2025 school year, FHS added Digital Photography as a CTE course. In the 2025-2026 school year, FHS has added Bike Tech as a CTE course.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	678
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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	99.45
Graduates Who Completed All Courses Required for UC/CSU Admission	53.52

## 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 9	96.8%	98.5%	98.5%	98.8%	92.5%

## 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

Parents are welcome partners at Marco Antonio Firebaugh High School and we value parental and community input. There are many advisory councils, activities, workshops and trainings for parents to become active participants. There are currently three advisory councils where parent participation is needed. They consist the School Site Council (SSC), English Language Learner Advisory Council (ELAC) and School Advisory Council (SAC). The Council meetings are held on campus to provide

## 2025-26 Opportunities for Parental Involvement

parents with information, knowledge, skills, and a personal commitment to improve their child's education. Parents have an opportunity to be informed, and participate in the decision-making process that affects student learning. Based on an analysis of parent attendance, and parent input at several parent involvement activities, parents are further understanding our growing school culture and are motivated to continue to support increased academic achievement of our Firebaugh students, as well as supporting the growth of a positive climate and learning environment.

Once a month the school hosts "Coffee with the Principal" sessions which are designed to provide an open forum for parents to discuss a variety of issues, upcoming events and changes that are being implemented at the school site. Other activities such as our Registration, Back-to-School Night and Open House, provide parents the opportunity to participate in their child's education journey and trainings to learn how to navigate the Aeries Parent Portal which allows them to access our school website and obtain information about their student's grades, attendance, missing assignments, and the ability to communicate directly with their teachers. Throughout the year, parents could also request conferences with the grade-level counselors and visit our Parent Center to seek resources or training on the Parent Portal from our Community Liaison.

Additional parental involvement opportunities include:

Back to School Night, School Councils, School Wide Title I meeting, English Language Reclassification Ceremony, Falcon Achievement Awards, AVID Parent Night, Senior Parent Night, Open House, and Parent Workshops are all ways for parents to be involved. Our workshops include information on College and University admissions and Financial Aid for College. This year (24-25) we have moved our Open House to have an outside format. This allows our students, parents, and community members a chance to preview "academic programs" that they are interested in.

There are a variety of ways that invitations are provided to the parents to ensure equity and access to various activities at the school such as: our school website, social media platforms, emails, Aeries portal, Parent Square and phone calls to parents.

## 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	7.4	9.7	7.5	11.6	13.3	10.2	8.2	8.9	8
Graduation Rate	92.3	89	92	87.5	85.2	89	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	386	355	92.0
Female	190	178	93.7
Male	196	177	90.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	11	11	100.0
Filipino	0	0	0.00
Hispanic or Latino	370	339	91.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	99	84	84.8
Foster Youth	--	--	--
Homeless	58	55	94.8
Socioeconomically Disadvantaged	382	353	92.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	49	45	91.8

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	1786	1609	322	20.0
Female	873	793	172	21.7
Male	913	816	150	18.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	57	46	14	30.4
Filipino	--	--	--	--
Hispanic or Latino	1716	1551	306	19.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	326	285	74	26.0
Foster Youth	15	14	4	28.6
Homeless	180	173	35	20.2
Socioeconomically Disadvantaged	1698	1540	312	20.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	262	249	76	30.5

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
3.96	7.51	3.75	2.9	3.27	2.79	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	0	0	0	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	3.75	0.00
Female	2.52	0.00
Male	4.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	12.28	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.50	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	4.29	0.00
Foster Youth	6.67	0.00
Homeless	3.89	0.00
Socioeconomically Disadvantaged	3.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.02	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

The safety of students and staff is a primary concern of Marco Antonio Firebaugh High School. Administrators, safety officers and teachers regularly monitor the campus. All visitors must sign-in at the office and wear identification badges throughout the duration of their stay. Students are required to show their ID's before they enter the campus.

The school safety plan is revised every spring by the School Site Council, and revisions are shared immediately with all members of the staff. The key elements outlined within the plan include: 1) child abuse reporting procedures; 2) teacher notification of dangerous pupils procedures; 3) disaster response procedures; 4) procedures for safe entrance and exit from school; 5) sexual harassment policy; 6) suspension and expulsion policies; 7) dress code; 8) discipline policies; 9) student/staff health and well being. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. This school year (25-26), we are adding Reunification drills and drills where we gather during planning periods and lunch, so students and staff no to go to their Period 2 class for attendance purposes. \*Immigration enforcement policies are included as part of the FHS School Safety Plan.

## 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	23	31	26	21
Mathematics	27	19	17	28
Science	26	19	27	15
Social Science	23	23	11	21

## 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	28	16	11	33
Mathematics	27	16	18	27
Science	28	13	15	28
Social Science	28	9	15	20

## 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	20	43	18	29
Mathematics	22	32	19	26
Science	24	25	19	22
Social Science	23	26	4	30

## 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	225.86

## 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)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.8

## 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
<b>School Site</b>	8,510.12	377.87	8,132.25	103,387.52
<b>District</b>	N/A	N/A	5,006.89	108,606.51
<b>Percent Difference - School Site and District</b>	N/A	N/A	47.6	-4.9
<b>State</b>	N/A	N/A	11,146	103,743
<b>Percent Difference - School Site and State</b>	N/A	N/A	-31.3	-0.3

## Fiscal Year 2024-25 Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I services
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (ELPAC)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips
- ELA/Math Instructional Coaches

## 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	\$60,886	\$62,783
Mid-Range Teacher Salary	\$92,083	\$97,783
Highest Teacher Salary	\$118,476	\$128,020
Average Principal Salary (Elementary)	\$148,791	\$160,224
Average Principal Salary (Middle)	\$150,920	\$166,992
Average Principal Salary (High)	\$167,880	\$180,971
Superintendent Salary	\$292,136	\$313,465
Percent of Budget for Teacher Salaries	26.31%	30.05%
Percent of Budget for Administrative Salaries	5.12%	5%

## 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	21.6
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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	2
English	0
Fine and Performing Arts	1
Foreign Language	5
Mathematics	0
Science	2
Social Science	6
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	16

## Professional Development

Staff development focus has been on Common Core and literacy. Based on the upcoming state test and surveys from staff we determined our needs regarding staff development. Teachers attend PDs on our minimum days, staff meetings, and district-led workshops throughout the year.

Our school is also implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and is based on student data

## Professional Development

- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- TCM ELD Instructional Coaching Science/Social Science
- Integrated ELD
- Better Lessons ELA & Math
- Positive Behavior Interventions and Supports Training
- Career and Technical Education Training
- Project Lead the Way Training (for Career Pathways)
- Suicide Prevention Awareness
- Human Trafficking
- Cultural Bias Workshops provided by The Howard Group
- School Teams AI Training

Various professional development and follow-up training have been conducted throughout the year. Below are snapshots of professional opportunities that have taken place or are in the process:

- History/Social Science attended various professional developments that will help them focus on history literacy to address ELD strategies used in the classroom.
- AVID Strategies for our AVID teachers.
- Integrated ELD to increase student discourse in all classrooms
- EL Data Chats
- Use AI in the classroom to enhance student engagement and student learning
- AP Workshops for AP program

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow-up sessions and site visits from district professional development facilitators.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	182	100	182