

Firebaugh High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Firebaugh High School
Street	1976 Morris Kyle Dr.
City, State, Zip	Firebaugh, CA 93622
Phone Number	(559) 659-1415
Principal	Anthony Catalan
E-mail Address	acatalan@fldusd.org
Web Site	fhs.fldusd.org
CDS Code	10-73809-1030121

District Contact Information	
District Name	Firebaugh-Las Deltas Unified School District
Phone Number	(559) 659-1476
Superintendent	Russell Freitas
E-mail Address	webmaster@fldusd.org
Web Site	http://www.fldusd.org

School Vision/Mission

FHS Vision:

All learners at Firebaugh High School will pursue a bright and fulfilling future to become productive citizens.

FHS Mission:

Firebaugh High School will provide a safe and positive environment developing highly skilled, self-motivated, responsible students through a rigorous and engaging curriculum to meet future challenges in order to maximize their potential as lifelong learners.

Expected School Wide Learning Results (ESLRs)

Every student will:

1. **E**ffectively communicate (read, write, speak, and listen).
2. **A**lways demonstrate open-mindedness, social awareness, responsibility, and tolerance with respect to self, others, community and the world.
3. **G**arner (attain) and effectively use critical thinking skills.
4. **L**earn and demonstrate literacy and competency in technology and information-gathering.
5. **E**xhibit self-directed abilities to set and accomplish goals, be self-motivated and self-disciplined.
6. **S**ucceed as a productive citizen, responsible for the economic, social and political future of Firebaugh, California, and beyond.

Principal's Message

Firebaugh High School (FHS) is a small, rural high school (approximately 650 students) located in western Fresno County. The economy is heavily agriculture-based and like most rural areas of the western Central San Joaquin Valley, most families fall within the federal poverty index. The predominant ethnicity is Hispanic (92%), with 23% classified as English learners (ELs), and 53% reclassified as fluent English proficient. The City of Firebaugh is within 35 miles of both Madera and Fresno, the two largest cities who count Firebaugh within their spheres of influence.

Firebaugh has a rich history beginning in the late 19th century, first as a ferry crossing station operated by Andrew Firebaugh by the San Joaquin River, then later as an agricultural area settled by Americans moving west and by European immigrants in the early part of the 20th century. The small-town atmosphere remains today, with many community festivals occurring throughout the year, and the community's involvement with sports, rodeo, and other civic events.

Post-secondary transition preparation must be comprehensively aligned to the educational and vocational opportunities available after graduation and become part of the FHS culture of raised expectations. This would include goals to increase (to meet or exceed state levels) in the percentage of graduates meeting the UC/CSU A-G requirements, an expanded Career and Technical Education program, an increased number of honors and AP courses, higher AP exam pass rates, higher average SAT scores, expanded access to college funding, and a higher four-year university matriculation. To achieve the desired outcomes of its various academic and CTE programs, Firebaugh High School, in conjunction with the Firebaugh-Las Deltas Unified School District, will focus on becoming a nested Professional Learning Community (PLC), embed an effective Response to Intervention and Instruction (RTI²) program to provide all students access to a rigorous core curriculum, train all teachers in the use of instructional practices that are necessary for the implementation of the Common Core State Standards, and ensure that all FHS graduates are college and career ready.

Anthony Catalan
Principal
Firebaugh High School

Major Achievements

- FHS is in its sixth year of providing immediate intervention to students who do not show mastery in English language arts, math, social science/history, and science. This program is referred to as "Academic Bridge." Common formative assessments (CFAs) are given bi-weekly and correspond with the priority standards on the pacing calendars that all teachers in those four departments follow. Previous statewide assessment data, along with school-wide GPA improvements in math and science, appears to lend evidence that this systematic intervention model is highly effective. Intervention/re-teaching is provided by certificated tutors.
- FHS continues to post excellent data regarding its graduation rate. The last four years of available data posted by the CDE show that FHS averages in the mid-90% range. These numbers exceed state graduation rates which are in the low-80% range. Additionally, FHS has a higher graduation rate than the three largest districts in Fresno County (Fresno Unified, Central Unified, and Clovis Unified).
- The ELD program at Firebaugh High School has expanded to include designated ELD instruction for EL students at all CELDT levels. FHS began with a Structured English Immersion (SEI) double-block class that was designed to improve fluency to the CELDT-levels 1 and 2 students (little to no English fluency). Transitional ELA for CELT-level 3 (Intermediate range) was added to the master schedule and combined core ELA with ELD standards support. Finally, ELA Core SDAIE was implemented for the 2015-2016 school year for the upper-level CELDT 4 and 5 students (Early Advanced and Advanced). Designated ELD instruction is now offered at all levels of fluency and is designed to have a direct impact on the "Long-Term English Learner" situation that exists in most districts. The definition of "designated" as a descriptor of this program is "Systematic, purposeful, deliberate, interactive/engaging, meaningful and relevant, intellectually rich and challenging, stand-alone language instruction interwoven into the fabric of core content."
- State assessment scores under the new test umbrella (California Assessment of Student Performance and Progress) have become available again after two years of no standardized data being available for student progress monitoring. FHS had a 100% participation rate for both ELA and math. Scores for the ELA portion yielded a 63% level of "Standard Met" and "Exceeded Standard." Math scores were lower at 22% "Standard Met". County and state data revealed a similar disparity between ELA and math.
- A new freshman course was added in the 2015-2016 school year. College and Career Readiness using the "Get Focused-Stay Focused" curriculum replaced Keyboarding and Careers. This new course is a graduation requirement and is an opportunity for all students to systematically plan their eventual post-secondary transition with all of the skills necessary for that transition to be successful. All students will create a 10-year plan and will continue to develop that plan in grades 10-12 in their social science classes. Students will use a web-based module for Get Focused-Stay Focused, explore careers, take aptitude/interest batteries, and further refine their plans. College and Career Readiness is a focal area at FHS.
- A comprehensive College and Career Readiness Action Plan was developed and shared with the board of trustees. The overarching goal is "Ensure all FHS graduates have the necessary academic, social, and vocational skills required for post-secondary college and career readiness." The four main goals in the action plan include Key Cognitive Strategies (problem-solving, critical thinking, etc.), Key Content Knowledge (foundational knowledge in all core academic areas), Key Learning Skills and Techniques (student ownership of learning, goal setting, persistence, self awareness, progress monitoring, self-efficacy), and lastly, Key Transition Knowledge and Skills (sequence of courses in high school, understanding financial aid, college major, understanding college and workforce norms and behaviors). FHS leadership is also in the implementing phase of a dual enrollment program in cooperation with West Hills Community College.

Focus for Improvement

- Site and district administration will continue to provide high-quality professional development in the area of instructional practices necessary for a successful common core implementation.
- Regular and timely assessment data will continue to be used by all staff to monitor student progress, adjust subsequent instruction, and identify any student in need of academic intervention.
- Instructional staff will continue to build capacity and instructional proficiency using instructional strategies and techniques found to be effective in engaging all students. With the rigorous demands of CCSS and the computer-based Smarter Balanced Assessment, teachers will need to become "facilitators" of learning, rather than simply lecturers. Students must be able construct responses, orally or written, that show a deep level of understanding based on evidence, logic, and reason. Students must become more engaged and connected in such a dynamic instructional environment. Collaborative groups, partners, and interacting with their teacher as a "coach" will facilitate project-based learning, solutions to problems without obvious answers, and real-world applications to subject matter content.
- A continued emphasis will be to individually identify students classified as English learners and tailor an instructional program to their individual learning needs. Summative data from testing (ELLA and CELDT) show that an achievement gap between overall student performance and the EL subgroup still exists and this achievement gap must be closed. FHS is also collaborating with the district for the implementation of programs and structures designed to elevate the achievement of English learners. The district continues to partner with Sanger Unified and Stanford University for the identification of instructional practices that will leverage higher levels of learning for students attempting to break the barrier of language limitations.

- Firebaugh High School’s Site Leadership Team composed of teachers and administrators will expand its role and influence as the district refines and implements its district-wide *Instructional Action Plan*. This plan, which will also be the improvement plan for *Program Improvement* (FHS is now a PI 5 school), for the WASC *Schoolwide Action Plan*, and for the *Single Plan for Student Achievement* (SPSA) contains the overarching goal of improving academic achievement in all students, and is supported by four primary objectives: 1) Data Analysis and Assessment – FHS staff will continue to build capacity in using valid, appropriate data in order to determine instructional effectiveness and to target students in need of immediate intervention. Assessment data will consist primarily of local assessments based upon identified 1997 and CCSS standards (CFAs, DPAs, formative mid-quarter assessments). 2) Academic Proficiency of EL Students – English Learner (EL) students will score at the percentage levels as mandated by federal accountability expectations. This includes federal *Adequate Yearly Progress* (AYP), and Title III *Annual Measureable Objectives* (AMAOs); 3) Response to Instruction and Intervention (RTI²) – teachers will continue to refine their proficiency in identifying students in need of academic intervention and will provide this intervention during their regular instructional time (“strategic”) as well as during extended instructional opportunities such as deployment in the prior-mentioned “Academic Bridge” and afterschool tutorials (“intensive”). Instructional intervention will also be bolstered by providing the socio-emotional and behavioral interventions needed by students to correct deleterious behaviors, build self-confidence, and formulate a vision of hope and self-efficacy. This will be enhanced through life skills and counseling provided by Prodigy, as well as the school’s successful adoption of PBIS. 4) College and Career Readiness – All students graduating from Firebaugh High School will have obtained the necessary academic and social preparation to succeed in their post-secondary transition. Metrics that will be used to monitor the effectiveness of these efforts include A-G completion rates, graduation rates, college acceptance rates, CAHSEE completion, AP pass rates of 3 or better, ACT/SAT scores, PSAT data, ASVAB data, schoolwide GPA and grade distribution data, college acceptance reporting (CDE Longitudinal Education Data Systems), actual college and university registration numbers, scholarship amounts (total), CSU/UC applications, EAP scores, ERWC enrollment, ROP enrollment and completion, Carl Perkins reporting data, AVID program data, EL and LTEL reclassification rates, concurrent community college enrollment and course completion.
- FHS is now in its fourth year using an *Alternative Governance Board* (AGB), given its PI-5 status and some of the program improvement protocols that are still in effect. This board is comprised of FLDUSD employees, employees from Fresno County Office of Education, Madera County Office of Education, and Sanger Unified. The primary instructional improvement goals were: Use of collaborative groups (especially using Kagan strategies); “Student talk” or an increase in oral linguistic output. The increased use of technology by students and teachers; and asking deep “why” questions that require students to justify their responses using evidence.
- As mentioned previously, the area of academic language development is seen as critical for both EL academic/language development and the rigorous demands of Common Core. The Instructional staff will be requiring more use of academic language, both oral and written, to improve overall literacy and critical thinking skills.

Homework

Homework is commonly provided by most teachers, especially in core subject matters areas. Homework completion is commonly a part of a student’s overall grade calculation. FLDUSD board policy outlines the district’s expectation of homework. The expectation of homework will be that it reinforces what was taught during the instructional day, and not new material. Homework shall not be excessive (e.g., an average completion time of 30 minutes), and should require little or no assistance from parents. After school tutorials are available for two hours each day in all core subject areas. After school transportation is also provided.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	168
Grade 10	166
Grade 11	172
Grade 12	170
Total Enrollment	676

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0.1
Filipino	0
Hispanic or Latino	93.5
Native Hawaiian or Pacific Islander	0
White	6.1
Two or More Races	0
Socioeconomically Disadvantaged	90.1
English Learners	23.1
Students with Disabilities	9.9
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	36	33	35	103
Without Full Credential	2	5	5	27
Teaching Outside Subject Area of Competence (with full credential)	3	0	0	3

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.1	4.9
All Schools in District	88.4	11.6
High-Poverty Schools in District	88.4	11.6
Low-Poverty Schools in District	0.0	0.0

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

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

Year and month in which data were collected: Aug.-Sept. Annually

The CCSS textbook adoption process at Firebaugh High School will remain similar to the textbook adoption process used previously. Site administrators and teachers will examine a variety of publishers' editions to ensure that a sufficient alignment exists between the textbook and the competencies our students are required to master. These standards must be mastered at grade-level rigor and be mastered by all students. Supplemental instructional materials, especially those approved for English learners, augment the instructional effort of the teaching staff.

A renewed focus has also been placed on using assessments, both formative and summative, to both drive instructional decision-making on an ongoing basis, as well as to monitor student progress throughout the year as a reliable predictor of eventual "Smarter Balanced Assessment" testing success. Assessment focal areas include content validity, alignment with pacing calendars, test construction rigor, constructed responses using high-level academic writing as a response to informational text, depth of mastery, and alignment with the standards map created for each content area's scope and sequence.

Reading and Writing

Students at Firebaugh High School must be fluent readers and skilled writers in order to comprehend a broad variety of text genre and exemplars. Students must also have experience in a broad range of writing applications, particularly in response to technical and informational text.

Firebaugh High School graduates, in order to be successful in life, must be able to be proficient readers and writers for gainful employment, for admission into post-secondary academic or training institutions, to fill-out forms, or for simply the enjoyment of reading and writing for personal reasons. Therefore, a high premium is placed upon English Language Arts instruction and curricular materials. Additionally, students will be required to expand their literacy skills across all curriculum areas and respond to the instructional practices and demands necessary for CaCCSS mastery.

As mentioned previously, the ELA department has infused their curricular and instructional program with ERWC standards. ERWC is calibrated with California Common Core State Standards (CaCCSS) and is aligned with the reading and writing skills necessary for college-level English courses. Reducing the number of graduates needing remedial English courses at the post-secondary level is a priority at FHS.

Mathematics

The mathematics program at Firebaugh High School continues to be an area of focus. Efforts to improve student achievement included changing staff, providing high-quality professional development, intervention (Academic Bridge) built into the instructional day, use of interactive whiteboards (Smart Boards) for visual reinforcement and student response monitoring, creating SMART goals that are monitored throughout the year, using bi-weekly common formative assessments, and adhering to protocols necessary for quality *Professional Learning Communities* collaboration.

The full transition to CCSS in mathematics concluded with the elimination of algebra I, geometry, and algebra II as discrete subject areas, and were replaced by Integrated Math I, II, and III. The course outlines were all submitted to the University of California for approval as A-G course, and were subsequently all approved. Pearson Publishing has replaced Carnegie Learning as the primary curriculum for all 3 Integrated Math courses.

To compete successfully on a global scale and in an ever-changing economy, FHS students must have a high degree of comprehension in mathematics. Critical thinking skills and real-world application will continue to be a focus in this content area, especially in light of the complex constructed responses students must perform with the *Smarter Balanced Assessment* component of the CaCCSS.

Science

The science program at FHS was another core area that has improved significantly over the past four years. Along with mathematics, many changes were made to address performance levels that were not as strong as were seen in other content areas. The many changes made to improve student learning in science mirror the improvement areas listed in the previous "Mathematics" section.

Inquiry methods builds the development of observation, problem-solving, inductive and deductive reasoning skills, computing and manipulating qualitative and quantitative data, and competence in written and oral communication of the results of investigation. Students at FHS are encouraged to research how scientists find out about the real world and how to use their cognitive powers of observation, organization, and inferential thinking.

The Next Generation Science Standards have become finalized and the science teachers at FHS are beginning to align and refine their instruction and level of expectations according to those new standards.

Firebaugh High School provides comprehensive coursework in both life science and physical science. In the area of physical science, Firebaugh High School offers Ag Earth Science, Physical Science, and Ag Chemistry. For life science, the school offers Ag Biology. FHS has a three-year graduation requirement for science. FHS lost its AP Physics teacher which impacted the ability to provide a fourth year science course for seniors wanting to increase their readiness and competitiveness in the CSU and UC application process. FHS hopes to add AP Environmental Studies which will be offered in the fall of 2017 as a fourth-year advanced science course.

In all science courses offered at FHS, students learn to apply the principles of theory, investigation and experimentation. Firebaugh High School students are required to take three years of science in order to receive a diploma. This mirrors the UC/CSU A-G requirements (recommended).

Social Science

Social Science instruction at Firebaugh High School consists of Modern World History (Industrial Revolution to latter part of the 20th century), U.S. History (Civil War to present day), American Government and Economics. For Firebaugh High School graduates to be participatory, productive citizens, FHS recognizes the social science instruction goals as articulated by the California Department of Education:

Knowledge and Cultural Understanding. This goal helps students develop historical literacy, ethical literacy, cultural literacy, geographic literacy, economic literacy, and sociopolitical literacy.

Democratic Understanding and Civic Values. This goal helps students develop an understanding of national identity; constitutional heritage; and civic values, rights, and responsibilities.

Skills Attainment and Social Participation. This goal helps students develop participation skills, critical thinking skills, and basic study skills.

Foreign Language

The Foreign Language Department provides instruction in Spanish in levels 1 through 4. Advanced Placement (AP) Spanish Language and AP Spanish Literature are college-level courses available to all students meeting the pre-requisite criteria for the rigor associated with these courses. FHS has added sections of Spanish for non-native speakers. This would enable students to learn the fundamentals of a language other than English at an appropriate pace.

Health

Firebaugh High School provides health curriculum through a new course offering called "Freshman Requirements." This course is taught by the social science teachers and a keyboarding teacher. HIV/STD prevention education, as mandated by California State Education Code, is provided as a contracted service through the Fresno County Office of Education.

Visual and Performing Arts

Firebaugh High School students have an expanding variety of Visual and Performing Arts (VAPA) courses from which to choose. The Visual and Performing Arts program has become a priority and its value to holistic student development is recognized because it allows them to explore ideas, subject matter, diversity, and culture. Achievement in the arts cultivates essential skills such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology.

Visual and Performing Arts courses offered to students now include Art 1, Art 2, Advanced Art, AP Studio Art, Concert Choir, Piano, Percussion, Symphonic Band, Theatre Arts ROP, Drama, and Jazz Band after school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Meets standards according to Williams Settlement criteria.	Yes	0
Mathematics	Meets standards according to Williams Settlement criteria.	Yes	0
Science	Meets standards according to Williams Settlement criteria.	Yes	0
History-Social Science	Meets standards according to Williams Settlement criteria.	Yes	0
Foreign Language	Meets standards according to Williams Settlement criteria.	Yes	0
Health	Meets standards according to Williams Settlement criteria.	Yes	0
Visual and Performing Arts	Meets standards according to Williams Settlement criteria.	Yes	0
Science Laboratory Equipment (grades 9-12)	Meets standards according to Williams Settlement criteria.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Firebaugh High School Campus, dedicated in 1979, is an attractive, well-maintained facility. The district’s Maintenance, Operations and Transportation (MOT) department has done an outstanding job at cleaning, repairing and maintaining the buildings and landscaping of the campus. District funding of equipment, repairs, improvements, and personnel assigned to the campus ensure a quality campus for the students of Firebaugh High School. Firebaugh High School also serves the community as it provides facilities for various community organizations and events.

Facilities requirements, condition, and other reporting elements as outlined in the Williams settlement (*Eliezer Williams, et al., vs. State of California, et al., 2000*) are adhered to and addressed in order to remain in compliance at all times.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical: Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2015				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	50	62	29	37	44	48
Mathematics	9	22	12	18	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	166	164	98.8	62.2
Male	11	88	88	100.0	53.4
Female	11	78	76	97.4	72.4
Hispanic or Latino	11	157	156	99.4	60.9
Socioeconomically Disadvantaged	11	143	142	99.3	59.9
English Learners	11	30	29	96.7	6.9
Students with Disabilities	11	13	13	100.0	15.4
Students Receiving Migrant Education Services	11	21	21	100.0	66.7

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	166	164	98.8	21.9
Male	11	88	88	100.0	18.2
Female	11	78	76	97.4	26.3
Hispanic or Latino	11	157	156	99.4	21.1
Socioeconomically Disadvantaged	11	143	142	99.3	19.0
English Learners	11	30	29	96.7	
Students with Disabilities	11	13	13	100.0	
Students Receiving Migrant Education Services	11	21	21	100.0	33.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47	40	25	48	30	35	60	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	169	167	98.8	25.2
Male	83	83	100.0	27.7
Female	86	84	97.7	22.6
Hispanic or Latino	155	153	98.7	25.5
White	13	13	100.0	23.1
Socioeconomically Disadvantaged	154	152	98.7	25.0
English Learners	37	35	94.6	5.7
Students with Disabilities	14	14	100.0	21.4
Students Receiving Migrant Education Services	18	16	88.9	18.8

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

9 CTE Programs

The Career and Technical Education (CTE) Program at Firebaugh High School provides students with exposure and exploration opportunities for making informed career choices, as well as actual hands-on training for eventual certification in various career fields. FHS is constantly monitoring its CTE/ROP program for the expressed purpose of implementing new or expanded sequenced pathways of integrated academic and career-based education and training, aligned to current or emerging regional economic needs, designed to lead students to a postsecondary degree or certification in high-skill, high-wage, and high-growth fields. The overarching goal of this program is to build and sustain robust partnerships between employers, schools, and community colleges in order to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training, and employment.

FHS offers introductory elective courses that build foundational skills in information technology, industrial technology and agriculture. Course offerings at a more advanced level in the previously-mentioned fields are known as “concentrator” courses. These courses then prepare Firebaugh High School students for the most advanced CTE offerings at Firebaugh High School. These “completer” courses, namely the double-block Regional Occupational Programs (ROP) courses, offer actual hands-on training and contain a proficiency matrix of expected student outcomes.

Aside from the many introductory and concentrator courses offered at FHS, there are currently 9 ROP courses available to students. They include:

- Sports Medicine ROP
- Athletic Trainer ROP
- Child Development ROP
- Ag Welding and Metal Fabrication ROP
- Criminal Justice ROP
- Automotive Technology ROP
- Construction Technology – Exterior ROP
- Graphic Design ROP
- Culinary Arts ROP

The ROP program at FHS operates in cooperation with the Fresno ROP (Fresno County Office of Education). Plans to expand the CTE program at FHS could possibly include health sciences and other career pathways that reflect the growing career trends in our region. Firebaugh currently has the second-highest number of ROP offerings in Fresno County, behind Central Unified, which is a much larger district. Over one-third of the entire FHS student body is enrolled in an ROP course.

As mentioned previously, FHS, Firebaugh-Las Deltas Unified School District, and West Hills Community College are in the process of developing a full dual enrollment program at FHS that will enable FHS students to have access to community college courses and units, at no charge, that will lead them to industry certification, and associate's degree, or 4-year college transfer. This effort capitalizes on the students' creation of their 10-year College and Career Readiness Plan that begins in the 9th grade, and is systematically refined and modified in grades 10-12.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	203
% of pupils completing a CTE program and earning a high school diploma	71%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.71
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	31.5

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	29.5	21.1	24.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parent involvement is reflected through a number of different organizations such as the Athletic Boosters, Music Boosters, Eagles Nest, School Site Council (SSC), School Advisory Council (SAC), English Learner Advisory Committee (ELAC) and its district representation (DELAC), FFA Ag Advisory, Migrant Parents, Title I Parent Group, Rotary International partnerships, and reflect some of the many parent and community organizations that partner with Firebaugh High School. Parents are supportive of the school and its goals for student achievement, performing arts, Ag education, and athletics. Their fundraising efforts are of particular note as they are committed to making it possible for all students to benefit from these various activities.

Firebaugh High School has also partnered with the Parent Institute for Quality Education (PIQE). This program helps parents' understanding of the high school system, identifying the classes that constitute the "4 Year Plan", recognize the importance of grades (GPA), review other important requirements and programs, discuss other higher education options, identify different financial aid options, and other important topics parents need to know in order to assist their son or daughter navigate through the post-secondary transition process. PIQE's signature program is the Parent Engagement Education Program. This program educates parents on how to foster a positive educational environment for their children both at home and at school. The program lasts nine weeks and is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; discussing children's college expectations; and more.

We have used a number of communication formats to inform parents of important events at Firebaugh High School. The newsletter goes out every month with an event calendar. FHS sends out other mailings to inform parents of special events, as well as the use of the automated phone messaging system. The marquee posts the latest news and upcoming events. Parent participation is expected to increase if parents are continuously *invited* to participate in the instructional and extra-curricular programs associated with FHS.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.50	2.50	1.90	6.60	3.70	2.90	11.40	11.50	10.70
Graduation Rate	92.86	94.97	97.53	91.02	93.83	96.49	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	95	95	86
Black or African American	100	100	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	0	0	93
Hispanic or Latino	95	96	83
Native Hawaiian/Pacific Islander	0	0	85
White	93	93	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	91	91	66
English Learners	81	86	54
Students with Disabilities	95	96	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.8	7.1	5.6	5.2	5.7	4.2	4.4	3.8	3.7
Expulsions	6.1	0.0	0.1	0.4	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Student safety is a primary focus at FHS. Students are more likely to excel academically and to become involved in extra-curricular programs if they have the perception that the FHS campus is a safe, supportive and nurturing environment.

Firebaugh High School works diligently to provide a safe school environment and this area is constantly monitored and improved upon. We have two staff members (one male and one female security staff members) devoted to campus security as well as one police officer who is assigned to respond to our calls. The FHS campus is closed except for seniors who must have a lunch pass to leave at noon. Seniors granted an off-campus pass must be academically eligible and have "privileged" status based on behavior and attendance. All administrators and counselors monitor the grounds before school, at break, lunch, and after school. Security personnel and administration help students board their buses after school. The Firebaugh High School Safety Plan is revised every year and is aligned with the district's Crisis Response Plan. Fire and lock-down drills are performed each semester and are updated according to new recommendations for agencies such as the Department of Homeland Security as well as local and county law enforcement agencies.

School climate is also enhanced through outreach opportunities provided by both the guidance counseling office and by mental health counselors who identify students in need of social, emotional, and behavioral support. The goal of improving the social and cultural climate at FHS is regular and ongoing. Building school spirit through school events, athletics, student government, clubs and after school enrichment activities are prioritized and supported by staff and administration. The school's participation in the 21st Century After School grant program has helped augment these activities.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2012-2013
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	15	18	2	22	13	18	4	23	14	19	0
Mathematics	24	8	15	2	27	3	19	1	25	7	16	1
Science	29	3	10	7	28	4	14	3	31	1	9	7
Social Science	30		13	5	28	3	9	7	28	2	13	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.98	328
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	3	N/A
Other	1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,741.59	\$2,676.42	\$5,065.17	\$70,946
District	N/A	N/A	\$8,062.48	\$69,756
Percent Difference: School Site and District	N/A	N/A	-37.2	1.7
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-10.8	5.3

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

Types of Services Funded (Fiscal Year 2015-16)

Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students.

Below is a list of Federal categorical programs still in place that help provide supplemental funding for Firebaugh High School and its many programs that target students identified in each category:

Title I, Part A

Improving Academic Achievement of Disadvantaged Students—Basic Programs

Title II, Part A

Professional Development for Teachers, Principals, and Others

Title III, Part A

Language Instruction for Limited English Proficient (LEP)

Title III : Immigrant

The Local Control Funding Formula (LCFF) has replaced the previous K-12 finance system. For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

The LCFF includes the following components for high schools (including FHS):

- Provides a base grant for each LEA equivalent. The actual base grants would vary based on grade span.
- Provides an adjustment on the base grant amount for grades nine through twelve.
- Provides a supplemental grant for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).
- Provides a concentration grant for targeted students.

The accountability piece of the new LCFF funding model will be the Local Control Accountability Program, or LCAP.

As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE). The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators. These indicators include: Student Achievement, Student Engagement, Other Student Outcomes, Parental Involvement, Course Access, Common Core State Standards, Basic Services, and School Climate.

Firebaugh High School will be working closely with the district office to ensure that the eight (8) accountability areas under LCAP are identified, measured, and improved upon each year. A new *Single Plan for Student Achievement* (SPSA) format has been developed that is aligned with the district's LCAP and that is submitted to the FLDUSD Board of Trustees annually.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,625	\$42,063
Mid-Range Teacher Salary	\$59,108	\$64,823
Highest Teacher Salary	\$80,164	\$84,821
Average Principal Salary (Elementary)	\$92,703	\$101,849
Average Principal Salary (Middle)	\$94,909	\$107,678
Average Principal Salary (High)	\$103,874	\$115,589
Superintendent Salary	\$166,199	\$169,152
Percent of Budget for Teacher Salaries	31%	35%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	1	N/A
All courses	9	.5

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

As previously mentioned, professional development is critical for the effective implementation of the district's *Instructional Action Plan*. Professional development has been implemented during the pre-service days prior to the commencement of the first day of school, and administrators and teachers in position of leadership have participated in other professional development opportunities throughout the school year. This information is brought back to the FHS site and is shared with the entire staff during PLC times, held weekly.

Areas of professional development attended by staff - either entire departments or "trainer of trainers - , receive professional development training in Rigorous Curriculum Design (RCD), EL instructional practices through the Sanger Unified grant partnership and Stanford University, academic writing instruction, the Illuminate data reporting system training, AVID Institute training, ELD for the High-Intensity Structured English Immersion Academy and transitional core English teachers, Smart Board training, content-specific Common Core instructional practices workshops, *Expository Reading and Writing Course* (ERWC) through West Hills Community College and California State University, Fresno, Kagan strategies training, and English and mathematics instructional leadership (Fresno County Office of Education), AP Summer Institutes, instructional technology training, math department coaching from FCOE, and the District Instructional Team (DIT) sessions. This list is not exhaustive, as many other teachers pursue additional professional development at their discretion with administrative approval.

The district's administrative and teacher PLC team also participated in the seventh year of a grant partnership with Sanger Unified School District. This partnership, made possible by the Central Valley Foundation, allows Firebaugh-Las Deltas Unified School District to work closely with the nationally-recognized Sanger district to collaborate and share ideas that have dramatically increased student achievement in Sanger. The student/parent demographics of Sanger are somewhat similar to the demographics of Firebaugh, and by implementing these best practices, positive systemic change will be expected as systems and structures are implemented with fidelity.

Vertical articulation between Firebaugh Middle School and Firebaugh High school is still an area that is seen as important for improved student achievement. Of particular concern is ELA and mathematics since those two subject areas are critical for 11th grade SBAC testing. Articulation between Firebaugh Middle School Teachers in ELA and math resulted in developing an appropriate sequence of CaCCSS Priority Standards through RCD training. Important areas of focus include critical reading and writing applications (persuasive, narrative or expository essay).