

Farmersville High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Farmersville High School, a six-year WASC accredited school, is located on the southeast side of the town of Farmersville. Located in California's San Joaquin Valley, Farmersville is an agriculturally based community of approximately 10,750 people nestled at the foot of the Sierra Nevada Mountains. Farmersville is located in Tulare County, which has diverse cultures and economic levels. The median household income is approximately \$38,360. Farmersville is a quiet and relatively safe place to live with the violent crime rate being 14% below the national average. The city is small, covering just 1.9 square miles. The city has a rich culture and hosts community events including an annual Memorial Day Parade, Fall Festival, Christmas Tree Lighting, and others.

During the 2019-2020 school year, FHS served 742 students in grades nine through twelve, and is the only comprehensive high school in the district of six schools.

2020-2021 Mission & Vision

Mission:

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

Vision:

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

Farmersville Unified School District Mission Statement:

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	218
Grade 10	207
Grade 11	173
Grade 12	144
Total Enrollment	742

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	0.5
Filipino	0.1
Hispanic or Latino	93.8
White	5.1
Two or More Races	0.1
Socioeconomically Disadvantaged	93.8
English Learners	20.8
Students with Disabilities	4
Foster Youth	0.7
Homeless	1.3

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	31	35	116
Without Full Credential	7	6	1	17
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 25, 2020

The school district held a public hearing on August 25, 2020 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2017 APEX 2017	Yes	0
Mathematics	CPM 2015 APEX 2017	Yes	0
Science	Houghton Mifflin 2019 APEX 2017	Yes	0
History-Social Science	SAAVAS (Pearson) 2019 APEX 2017	Yes	0
Foreign Language	Holt, Rinehart & Winston (Ven Conmigo, Level 1-3) 2005 APEX 2017	Yes	0
Health	Prentice Health 1999 APEX 2017	Yes	0
Science Laboratory Equipment (grades 9-12)	Houghton Mifflin 2019 APEX 2017	Yes	0

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

School Facility Conditions and Planned Improvements

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

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

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8/28/2019

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

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	62	N/A	27	N/A	50	N/A
Mathematics (grades 3-8 and 11)	11	N/A	15	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	14	N/A	11	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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

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

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

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

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

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

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

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	589
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.2

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.92
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	47.67

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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

- Student Study Team Meetings
- Parent Education Programs

o Parent Institute for Quality Education (PIQE)

o Parent Empowerment Program (PEP)

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

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

For information regarding organized opportunities for parental involvement, please contact the School Community Liaison or Principal in the main office at (559) 594-4567

*Please, note some of these opportunities may be very different due to the pandemic, however, it is a priority to have open communication with our parents, students, and community such as student engagement recognitions i.e. Student Attendance recognition; Student Engagement; Student of the Quarter; Aztec of the Semester.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.2	0	0.6	6.1	5.4	9.7	9.1	9.6	9
Graduation Rate	97.7	100	97.7	88.4	86.1	85.9	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.1	3.1	5.1	4.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.7	7.0	
Expulsions	0.1	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Lockdown, fire, and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before school, during break, lunch, and after school by administration, counseling staff, and campus supervisors. There is a Student Resource Officer (SRO) available on site. There is a designated area for student drop off and pick up with an outlined traffic pattern. All visitors must sign in at the front office.

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	26	6	24	1	25	10	23	1	25	12	22	2
Mathematics	27	3	19	2	25	6	21		25	7	20	1
Science	24	8	11		26	4	13	1	26	4	11	3
Social Science	28	1	19		26	4	13	4	26	3	15	2

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	247.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.16
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	0.16
Speech/Language/Hearing Specialist	0.16
Resource Specialist (non-teaching)	1.0
Other	1.0

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,227.00	\$1,489.00	\$7,737.00	\$70,996.00
District	N/A	N/A	\$9,943.00	\$75,113
Percent Difference - School Site and District	N/A	N/A	-25.0	-5.6
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-0.2	-6.4

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

Types of Services Funded (Fiscal Year 2019-2020)

- * Title 1
- * Title 2
- * Title 3
- * Title 4
- * CTEIG
- * Agricultural Incentive Grant
- * LCAPP
- * LCFF
- * Lottery
- * Special Education
- * Carl D. Perkins
- * ASSESTS

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,434	\$47,145
Mid-Range Teacher Salary	\$74,228	\$74,952
Highest Teacher Salary	\$93,256	\$96,092
Average Principal Salary (Elementary)	\$105,759	\$116,716
Average Principal Salary (Middle)	\$108,397	\$120,813
Average Principal Salary (High)	\$118,152	\$131,905
Superintendent Salary	\$143,721	\$192,565

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	28.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	7	15.9

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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