



Marco Antonio Firebaugh High School

5246 Martin Luther King Blvd. • Lynwood, CA 90262 • (310) 886-5200 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Lynwood Unified School District

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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, budget and facility enhancement. As you read our School Accountability Report Card, you will see a school that ensures every child has equal access to a rigorous standards based core curriculum in language arts, mathematics, science, and social studies. We also offer many rigorous programs such as Advance Placement and the International Baccalaureate. The IB Diploma Program is the most rigorous program we offer. In addition to our challenging courses, we successfully launched other programs that will help place FHS among the most exceptional schools in the area: the Project Lead the Way (PLTW) engineering pathway, Film and Production pathway and Biomedical pathway all add to preparing our students for the careers that await them.

Our hard-working staff 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 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 School Creditation (WASC) mid-cycle review visit in the Spring of 2017-2018.

Mission Statement: Firebaugh High School aims to inspire and develop inquiring, knowledgeable, and caring young people who help to create peaceful world through intercultural understanding and respect in the 21st Century. To prepare students, they will be enrolled in courses which meet the graduation and UC A-G requirements. The A-G courses are high school courses approved by the University of California as those which best prepare students for academic success at the university.

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, IB, AP) for all students. Over the course of the last three years we've had an increasing number of students taking and passing IB and AP exams.
- The total number of AP students has increased by 39 students from 2016 to 2017. In 2013 there were 40 students enrolled in AP courses. In 2017, there are 298 students enrolled in AP courses.
- There has also been a steady increase of enrollment in IB courses from 68 students in 2010 to 176 students in 2018. Results indicate that more students are taking and passing the IB exams.
- In 2017-2018 Firebaugh High School achieved a 99% 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 six years.
- Along with our graduation rate, we had 59% of our seniors graduate A-G ready which means that they were prepared to take college-level classes upon graduation.

- Interventions have been added to support students academically, socially and emotionally. These interventions are offered throughout the day including lunch and after school. These interventions include support from various partnerships including EduCare, The Movement, Cross Roads, Lunch Time Learners, and our District's Equity Department.

Focus for Improvement

- Firebaugh High School has improved significantly in several academic areas this school year, but the school has identified areas of improvement. Historically our subgroups have under performed for several years. The school's focus this year is to support our English Language Learners and Students with Disabilities so that the achievement gap decreases. Teachers will be monitoring students within their classes and providing differentiated instruction to students within those two subgroups.
- Rigor and Relevance must be evidenced daily through Checking For Understanding 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 re-focus 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 area 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 so that students have more success in classes. The D/F rate has impact on the school's graduation rate since it requires students to take credit recovery courses and summer school courses to make up classes.
- Stakeholders jointly develop school-wide approaches involving all staff to improve attendance due to large numbers and truanancies impacting the learning process.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	459
Grade 10	473
Grade 11	435
Grade 12	352
Total Enrollment	1,719

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.1
Asian	0.0
Filipino	0.1
Hispanic or Latino	93.8
Native Hawaiian or Pacific Islander	0.1
White	0.6
Socioeconomically Disadvantaged	89.4
English Learners	15.7
Students with Disabilities	9.4
Foster Youth	0.3

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			
Marco Antonio Firebaugh High School	16-17	17-18	18-19
With Full Credential	74	74	74
Without Full Credential	1	2	3
Teaching Outside Subject Area of Competence		0	0
Lynwood Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Marco Antonio Firebaugh High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments		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 Instructional Materials (School Year 2018-19)

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 2017–2018 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 10/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts 3rd Course, 9th English/Language Arts 2003 Holt Literature and Language Arts Course 3, 9th English/Language Arts 2003 Holt Literature and Language Arts 4th Course, 10th English/Language Arts 2003 Holt Literature and Language Arts Course 4, 10th English/Language Arts 2003 Holt Literature and Language Arts 5th Course, 11th English/Language Arts 2004 Holt Literature and Language Arts Course 5, 11th English/Language Arts 2004 Holt Literature and Language Arts, 12th English/Language Arts 2003 Cambridge University Press, English Language and Literature, 2003 (IBHL 1) Cambridge University Press, English Language and Literature, 2003 (IBHL 2) Hampton-Brown, Edge Reading, Writing & Language Fundamentals 2009 California State University, Expository Reading and Writing Semester 1 & 2, 2013 Holt, Rinehart, Winston, Holt Literature and Language Arts Course 6, 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McDougal Littell, Algebra 1, Algebra 2 Math 2001 Houghton Mifflin, Calculus Math 2004 UCSMP. Functional Statistics 2016 SRA McGraw-Hill, Algebra 1 2014 Houghton Mifflin, Calculus 2001 BFW Publisher, Statistical Reasoning in Sports 2013 Haese & Harris Publications, Mathematics SL, 2012 (IBSL 1 & 2)) Haese & Harris Publications, Mathematical Studies SL, 2012 (IBSL 1 & 2) McDougal Littell, Geometry Math 2004 Houghton Mifflin, Precalculus Math 2004 Houghton Mifflin Statistics Math 2004 Statistics Math 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt, Rinehart, Winston, Biology Science 2007 W.H. Freeman & Co., Principles of Life, 2012 Pearson Prentice Hall, Physics, 2005 (AP) Pearson, Chemistry (IBSL), 2014 Holt, Rinehart, & Winston, Holt Chemistry, 2007 Pearson, Essentials of Anatomy & Physiology 2007 Hodder Education, Biology for the IB Diploma, 2014 (IBHL 1) Hodder Education, Biology for the IB Diploma (IBHL 2), 2014 Brooke/Cole, Intro to Marine Biology 2010 Houghton Mifflin, Chemistry for Advanced High School Students, 2007 Holt, Rinehart, Winston, Earth Science 2006 Oxford University Press, Environmental Systems and Societies 2015 Holt, Rinehart, Winston, Holt Physics 2007 Brook Cole Publishing Company, AP College Physics Science 2007

Textbooks and Instructional Materials
Year and month in which data were collected: 10/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Pearson, AP Chemistry Science 2007 Glencoe McGraw-Hill, Glencoe Health Science 2007 Earth Science (Special Ed), CA Edition Science 2006 Environmental Science Science 2007 Environmental Systems& Societies Science 2009 Essentials of Anatomy and Physiology Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt, Rinehart, Winston, US History - American Nation Social Studies 2003 Prentice Hall, American Government Social Studies 2005 Thompson, Economics Social Studies 2005 McGraw Hill, The Macro Economy, 2005 BFW Worth Publisher, Krugman's Micro Economics for AP, 2012 McGraw Hill, Looking at Philosophy Social Studies 2001 Prentice Hall, Psychology 3rd edition, 2012 McGraw-Hill, Updated American History 2017 Amsco School Publication, United States History Preparing, 2018 Holt, Rinehart, Winston, American Nation, 2003 (IBHL 1) Oxford University Press, 20th Century World History, 2012 (IBHL 2) McDougal Littell, Modern World History 2012 Cambridge University, Theory of Knowledge 2015 World Civilizations Social Studies 2007 Western Civilizations Social Studies 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Holt, Rinehart, Winston, Ven Conmigo Level 1 & 2 2003 Holt, Rinehart, Winston, Nuevas Vistas Curso 1 2003 Holt, Rinehart, Winston, Nuevas Vistas Curso 2 2003 Holt, Rinehart, Winston, Nuevas Vistas Curso 3 2003 Vista Higher Learning, Temas: AP Spanish Language and Culture 2013 Pearson, AP Spanish Language, 2014 Pearson, AP Spanish Language, 2013 Cheng & Tsui Company Inc, Integrated Chinese Part 1, 2017 Cheng & Tsui Company Inc, Integrated Chinese Level 1 Part 1, 2007 Cheng & Tsui Company Inc, Integrated Chinese Level 1 Part 2, 2007 Cheng & Tsui Company Inc, Integrated Chinese Level 2, 2006

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety at this facility is our main concern. The Firebaugh High School buildings are in good condition. Our school staff and District Maintenance department work hard to ensure that all restrooms are clean and overall in good condition.

All mechanical systems at the school are in working condition. There is no structural damage since the buildings are new. Drinking fountains (inside and out), grounds and electrical system are all in good condition. Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The district provides maintenance services on a regular schedule or when an emergency occurs.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The district administers a scheduled maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus were in good working order. Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority. The remaining incidents are handled on a first-come, first-served basis to ensure efficient service. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The district's complete deferred maintenance plan is available at the district office.

Future projects and improvements in 2016 include athletic field conditioning. Projects completed in 2014-2015: solar roof panels, technology updates, and the painting of the entire facility.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 2/6/2015		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Poor	Excessive clutter in classroom, graffiti in Boys restroom 2210. Excessive clutter removed in classroom. Graffiti removed from restroom. restroom painted.
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	42.0	30.0	33.0	35.0	48.0	50.0
Math	8.0	11.0	22.0	24.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.3	19.2	28.5

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	377	94.49	30.21
Male	208	199	95.67	27.41
Female	191	178	93.19	33.33
Black or African American	15	14	93.33	23.08
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	379	360	94.99	30.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	340	319	93.82	31.01
English Learners	84	76	90.48	1.33
Students with Disabilities	34	32	94.12	12.50
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	371	93.22	10.87
Male	208	195	93.75	9.33
Female	190	176	92.63	12.57
Black or African American	15	13	86.67	0
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	378	354	93.65	11.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	339	315	92.92	11.22
English Learners	84	73	86.9	1.37
Students with Disabilities	34	32	94.12	6.25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 2018-19)

Parents are a welcome partner at Firebaugh High School and we value parental and community input. There are many activities, workshops and trainings for parents to become active participants. One of the areas for parental involvement is the School Site Council (SSC). Another opportunity for parents is our English Language Learner Advisory Council (ELAC) and School Advisory Council (SAC). The Councils are held on campus to provide parents with information, knowledge, skills, and a personal commitment to improve their child's education. Parents have an opportunity to be aware of, and take part in, the process of decision-making 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 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, up coming events and changes that are being implemented at the school site. Other activities such as our Back-to-School Night, provide parents the opportunity to participate in a training to learn how to navigate the Parent Portal so they could access our school website and obtain information about their student's grades, attendance, missing assignments, etc. Throughout the year, parents could also talk to the grade-level counselors and visit our Parent Center to seek resources or training on Parent Portal from our Community Liaison.

Additional parental involvement opportunities include:

Back to School, School Councils, School Wide Title I meeting, English Language Reclassification Ceremony, Falcon Achievement Awards, Typing Club, Burning Calories and Crime, Council Potlucks, Open House, and Parent Workshops which include: College and University Information and Financial Aid for College. The goals for this year is to add a Parent-Teacher Organization (PTO).

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: emails, Remind App, School loop and phone calls to parents.

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.

School Safety Plan

Safety of students and staff is a primary concern of 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.1	6.5	5.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.4	3.5	3.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2.0
Psychologist	1.0
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	4.0
Other	18
Average Number of Students per Staff Member	
Academic Counselor	360

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	28.0	28.0	15	16	15	17	9	21	29	36	33
Mathematics	29.0	28.0	26.0	12	15	23	22	28	31	34	28	23
Science	30.0	30.0	28.0	7	7	12	24	22	25	29	30	25
Social Science	28.0	26.0	24.0	19	16	20	12	29	20	35	20	20

* 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.

Professional Development provided for Teachers

Staff development focus has been on Common Core and literacy. Based on the upcoming state test and surveys from staff we determined our needs in regards to staff development. Teachers attend PDs on our minimum days, staff meetings and district created 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:

- UCI Writing Project
- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and based on student data
- 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
- Positive Behavior Interventions and Supports Training
- Career and Technical Education Training
- Project Lead the Way training (for Career Pathways)
- Suicide Prevention Awareness
- Cultural Bias Workshops provided by The Howard Group

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:

- Math will be attending various professional developments that will help them focus on math literacy as well as strategies to address the common core and overall student achievement in mathematics.
- AVID Summer Institute for our AVID teachers
- AP/IB Workshops for our AP/IB 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,555	\$49,512
Mid-Range Teacher Salary	\$81,123	\$77,880
Highest Teacher Salary	\$94,480	\$96,387
Average Principal Salary (ES)	\$114,237	\$123,139
Average Principal Salary (MS)	\$115,871	\$129,919
Average Principal Salary (HS)	\$128,892	\$140,111
Superintendent Salary	\$231,679	\$238,324
Percent of District Budget		
Teacher Salaries	33.0	36.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5694	165	5528	75987.98
District	◆	◆	5413	\$78,626
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			2.1	-2.6
Percent Difference: School Site/ State			-17.3	-2.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (CELDT)
- 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Marco Antonio Firebaugh High School	2014-15	2015-16	2016-17
Dropout Rate	7.1	6.4	4.1
Graduation Rate	90.4	93.3	95.6
Lynwood Unified School District	2014-15	2015-16	2016-17
Dropout Rate	12.2	10.8	9.5
Graduation Rate	81.0	83.3	84.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	261
% of pupils completing a CTE program and earning a high school diploma	47%
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.2

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	1	♦
Foreign Language	4	♦
Mathematics	2	♦
Science	3	♦
Social Science	5	♦
All courses	15	17.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	97.1	88.6	88.7
Black or African American	95.0	82.3	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	97.5	89.1	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	97.9	89.4	88.6
English Learners	83.3	61.4	56.7
Students with Disabilities	100.0	86.7	67.1
Foster Youth	0.0	100.0	74.1

Career Technical Education Programs

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 preparation to integrate Linked Learning which will align core classes to students' career choices.

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).

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.