

2018-19
School Accountability
Report Card
Published January 2020



FILLMORE HIGH SCHOOL

PRINCIPAL'S MESSAGE

I invite you to explore Fillmore High School's Annual School Accountability Report Card which provides valuable information about our instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and our curriculum development can assist both our school and the community in ongoing program improvement.

Fillmore High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Fillmore High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

John Wilber,

Principal, Fillmore High School

DISTRICT & SCHOOL DESCRIPTION

Fillmore Unified School District

Fillmore Unified School District is located in the city of Fillmore which was founded over one hundred years ago and is currently home to approximately 14,000 residents. It is set in the middle of citrus and avocado groves of inland Ventura County and was founded in 1888 and incorporated in 1914. The district is comprised of four elementary schools, one middle school, one independent study school, one comprehensive high school, and one alternative high school. In 2018-19, Fillmore Unified School District had a total enrollment of 3,785 students including 14.3% in special education, 25.2% English Learners, 0.3% were identified as foster youth, 4% were identified as homeless, and 77.2% economically disadvantaged.

District Vision Statement

Fillmore Unified School District provides a culture of high expectations where every student achieves future success.

District Mission Statement

Every day we develop high performing students who become engaged and productive members of society.

Fillmore High School

Fillmore High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2018-19 school year, 1,076 students were enrolled, including 17.3% in special education, 3.4% qualifying for English Language Learner support, 75% qualifying for free or reduced price lunch, 3.6% were identified as homeless, and 0.4% foster youth.

FILLMORE HIGH SCHOOL

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Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.0%	Grade 9	269
American Indian or Alaskan Native	0.2%	Grade 10	306
Asian	0.3%	Grade 11	251
Filipino	0.4%	Grade 12	250
Hawaiian or Pacific Islander	0.1%		
Hispanic or Latino	89.3%		
White	9.2%		
Two or More Races	0.6%		
Socioeconomically Disadvantaged	75.0%		
English Learners	3.4%		
Students with Disabilities	17.3%	Total Enrollment	
Homeless	3.6%		1,076
Foster Youth	0.4%		

School Vision Statement

Empower Excellence

School Mission Statement

The mission of Fillmore High School is to provide a high quality educational experience which will promote the intellectual, personal, social and cultural growth of our students and instill in them a desire to achieve excellence.

LOCAL CONTROL

ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment by assisting at school events, participating in a decision-making group, or attending school events. Parents stay informed on upcoming events and school activities through Q Parent Connection, school newsletters, the school website, social media, the school marquee, flyers, phone calls/text messages, email and ConnectEd (automated telephone messages). Contact any school office staff member for more information on how to become involved in your child's learning environment.

- Opportunities to Volunteer**
- Chaperone School Activities
 - Help with Booster Clubs (Band, Athletic, FFA)
 - Help with School Events

- Committees**
- School Site Council
 - English Learner Advisory Council
 - Booster Clubs

- School Activities**
- Adult School
 - Art Show
 - Back to School Night
 - College Information Nights
 - Dia de los Muertos (Day of the Dead)
 - FAFSA Nights
 - Hispanic Heritage Month
 - Homecoming Events
 - Open House

- Parent Education Workshops
- Relay for Life
- Sports Events
- Student Performances
- Title I Meeting

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Fillmore High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all five of the six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2018-19			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	20.2%	22.6%	25.3%

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

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11)
2018-19**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	219	210	95.89%	4.11%	31.43%	219	210	95.89%	4.11%	23.81%
Male	102	100	98.04%	1.96%	25.00%	102	100	98.04%	1.96%	22.00%
Female	117	110	94.02%	5.98%	37.27%	117	110	94.02%	5.98%	25.45%
Hispanic or Latino	190	183	96.32%	3.68%	30.60%	190	183	96.32%	3.68%	22.95%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	26	24	92.31%	7.69%	33.33%	26	24	92.31%	7.69%	25.00%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	163	157	96.32%	3.68%	27.39%	163	157	96.32%	3.68%	19.75%
English Learners	17	17	100.00%	0.00%	0.00%	17	17	100.00%	0.00%	0.00%
Students with Disabilities	33	30	90.91%	9.09%	0.00%	33	30	90.91%	9.09%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced 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.

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.

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.

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven**

Percentage of Students Meeting or Exceeding the State Standards

	FHS		FUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
	English-Language Arts/Literacy	43	31	28	28	48
Mathematics	27	24	17	17	37	37

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.

**California Assessment of Student Performance and Progress Test Results in Science
All Students**

Percentage of Students Meeting or Exceeding the State Standards

	FHS		FUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
	Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Fillmore High School's original facilities were built in 1909; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

2018-19 Campus Improvements:

- Addition of an agricultural / automotive facility (Starting June 2019)
- Upgrades to the electrical infrastructure
- Addition of more computer carts

2019-20 Campus Improvements in Progress:

- Groundbreaking for CTE facility
- Upgrades to the electrical infrastructure
- Upgrades to the student furniture
- Upgrades to the office and admin area
- Upgrades to the gym with new lockers, new roof, refinish flooring and new paint
- Addition of a greenhouse in the school farm
- Addition of a new flex space

Campus Description

Year Built	1909
Acreage	
Bldg. Square Footage	
	Quantity
# of Permanent Classrooms	50
# of Portable Classrooms	0
# of Restrooms (student use)	12 sets
Cafeteria	1
Administrative Offices	1
Library	1
Teacher Work Room/ Staff Lunch Room	1
Computer Lab	3
Gym	1
Auto Shop	1
TV Video Production Room	1
Athletic Fields	4

Capital Expenditures (Deferred Maintenance)

Fillmore Unified School District allocates capital expenditure (deferred maintenance) money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/ exterior painting and flooring systems.

During the 2018-19 school year, Fillmore Unified School District allocated \$620,371 of capital expenditure funds for the following projects at Fillmore High School:

- New Carpet in Health Office
- PE Locker Room Upgrades
- Team Locker Room Upgrades
- West Wing Roof Restoration
- New Outdoor Weight Room
- Track Resurfacing

Facilities Maintenance

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the lead day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. A team of five custodians are assigned to Fillmore High School and are responsible for cleaning of the following:

- Restrooms
- Cafeteria Setup/Cleanup
- General Cleaning & Custodial Functions
- Classrooms
- Office Areas
- Library
- Cafeteria
- Locker Rooms

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The assistant principal communicates with the lead day custodian daily concerning maintenance and school safety issues.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, during lunch time, and at end of day dismissal, campus supervisors and administrators monitor activity throughout the campus, entrance areas, and designated common areas. A School Resource Officer is assigned to the school campus and works closely with site administration to keep the campus safe and secure.

To enhance two-way routine communication and facilitate an immediate response to urgent situations, administration, custodians, campus supervisors, the school office, athletics, physical education staff, nurse's office, and the computer technician possess hand-held radios while on campus.

Fillmore High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Facilities Inspections

The district's maintenance department inspects Fillmore High School on an annual basis in accordance with Education Code §17592.72(c)(1). Fillmore High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 29, 2019. During fiscal year 2018-19, all restrooms were fully functional and available for student use.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Fillmore High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in October 2019 and shared with school staff in November 2019.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has policies, procedures, and practices in place that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

CLASSROOM ENVIRONMENT

Class Size

The Average Class Size and Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2016-17				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	27	10	12	15
Math	24	11	8	10
Science	32	3	3	18
Social Science	29	7	4	13
2017-18				
English	27	12	13	16
Math	27	11	8	18
Science	29	5	7	13
Social Science	31	3	11	13
2018-19				
English	26	15	11	16
Math	25	13	12	15
Science	29	4	10	10
Social Science	30	5	9	16

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

Dropouts

Fillmore High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring credit completion rates, parent conferences, counseling, tutoring, independent study, night school, CyberHigh independent study program (thru Adult School), and referral to a continuation high school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: July 29, 2019				
Systems	✓			Building 1, 2, 4, 5 & 7 - Deficiency noted; Building 10, 11, 12 & 13 - HVAC units have reached the end of their expected life and are falling, units are continually repaired and need to be replaced
Interior Surfaces			✓	Building 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 & 18 - Deficiency noted
Cleanliness	✓			Athletic Fields - JV baseball field and all softball fields have severe gopher and ground squirrel damage
Electrical			✓	Building 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12 & 13 - Deficiency noted
Restrooms/Fountains	✓			Building 12 & 13 - Deficiency noted
Safety	✓			
Structural			✓	Building 8 & 11 - Deficiency noted; Building 10 - Roof continually leaks during rainy season, patch repairs done as needed, roof needs to be re-roofed; Building 12 & 13 - Admin Building Roof continually leaks during rainy season, patch repairs done as needed, roof needs to be re-roofed
External			✓	Athletic Fields - JV baseball field and all softball fields have severe gopher and ground squirrel damage; Building 4, 5, 10, 11, 12 & 13 - Deficiency noted
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor ✓

Percentage Description Rating:

Poor: The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

In the adjacent Dropout & Graduation Rates table, 2017-18 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	FHS		
	15-16	16-17	17-18
Dropout Rate (%)	2	3.6	3.4
Graduation Rate (%)	91.2	93.7	93.6
	FUSD		
	15-16	16-17	17-18
Dropout Rate (%)	6.3	5	4.1
Graduation Rate (%)	86.5	91.5	--
	CA		
	15-16	16-17	17-18
Dropout Rate (%)	9.7	9.1	9.6
Graduation Rate (%)	83.8	82.7	--

Note: For the formula to calculate the 2016-17 & 2017-18 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2017-18	3 days
Positive Behavior Intervention and Support (PBIS)	
Active Shooter Training	
Mandated Reporter Training	
Data Based Questioning	
English	
Mathematics	
Science	
Kagan Strategies	
Illuminate Training	
2018-19	4 days
Positive Behavior Intervention and Support (PBIS)	
Active Shooter Training / First Aid Training	
2019-20	4 days
Common Formative Assessments	
Data Collection	
NCPI	
Smartboard	
Swun Mathematics	
Turn-It-In	
Woodcock Johnson	

Graduation Requirements

Students must accumulate 230 course credits and complete 60 hours of community service and pass Intermediate Math II to receive a high school diploma from Fillmore High School. Alternative methods of acquiring a diploma are available through the continuation school, college and career readiness, community college, and adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Fillmore High School.

Discipline & Climate for Learning

Fillmore High School's discipline policies are based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Administrators lead assemblies and visit classrooms to reinforce the importance of following school rules and making responsible, respectful behavior choices.

	Suspensions and Expulsions								
	FHS			FUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	2.50%	3.60%	6.40%	5.10%	3.60%	5.30%	3.60%	3.50%	3.50%
Expulsions (%)	0.56%	0.45%	0.30%	0.25%	0.23%	0.20%	0.09%	0.08%	0.10%

CURRICULUM & INSTRUCTION

Staff Development

All curriculum and instructional improvement activities at Fillmore Unified School District are aligned to the California State Standards. Professional development concentrations are selected and identified based on district focus and California State Standards implementation. During the 2017-18, 2018-19, and 2019-20 school years, Fillmore High School's teaching staff participated in districtwide professional development training focused on:

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered around reading, writing, and mathematics that is tied to either specific strategies to improve student learning or training focused on district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated professional development days, and during substitute release time. District staff work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the California Standards. During the 2017-18, 2018-19, and 2019-20 school years, Fillmore High School's teaching staff had the opportunity to participate in district offered supplemental professional development training focused on:

2017-18 Supplemental Professional Development

- Positive Behavior Intervention and Support (PBIS)
- Technology Training

2018-19 Supplemental Professional Development

- Leveled Literacy Intervention (LLI) Training (Mild Moderate)
- Positive Behavior Intervention and Support (PBIS)
- Technology Training
- Illuminate Training
- Benchmark Assessment Training
- ELD Coaching

2019-20 Supplemental Professional Development

- Swun Mathematics
- Positive Behavior Intervention and Support (PBIS)
- CHAMPS

Supplemental site-based professional development and collaboration takes place throughout the year during release time, after school, and during staff meetings. Fillmore High School's site-based professional development activities were identified based on district initiatives and staff input to identify topics which were then discussed at staff meetings throughout the year. Teacher training and collaboration concentrations are identified through analysis of student performance data and observation of classroom practices. During the past three years, Fillmore High School's professional development has been focused on areas such as AVID Strategies (Expanding Electives & Schoolwide AVID), Positive Behavior Intervention & Support (PBIS), CHAMPS, School Safety, and Illuminate Education Training. Core departments received individualized training relevant to their specific area of teaching through the Ventura County Office of Education.

Fillmore Unified School District and the Ventura County Superintendent of Schools jointly support new and veteran teachers in developing their teaching skills through the New Teacher Induction Program. The Teacher Induction program is a state-approved program that offers first and second year teachers comprehensive support and training for new teachers with a preliminary credential; after successful completion of the two-year induction training, teachers may apply for their clear teaching credential.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Fillmore Unified School District. Profession and subject specific offerings are consistent with the California State Standards. Classified support staff may receive job-related training through faculty meetings supported by district input and independent efforts; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On September 3, 2019, the Fillmore Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #19-20-04 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English

Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Fillmore Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

COLLEGE PREPARATIONS & CAREER READINESS

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
Yes		Holt: Literature and Language Arts, 3rd, 4th, 5th & 6th Course	0%
Math			
Yes		McDougal Littell: Calculus, Concepts and Contexts, Pre-Calculus Mathematics for Calculus-3rd Edition	0%
Yes		McDougal Littell: Geometry	0%
Yes		McDougal Littell: Algebra 2	0%
Science			
Yes		Prentice Hall: Biology	0%
Yes		Benjamin Cummings: Biology AP	0%
Yes		McGraw Hill: Physics	0%
Yes		Prentice Hall: AP Physics	0%
Yes		Prentice Hall: Chemistry	0%
Yes		Houghton Mifflin Co: AP Chemistry	0%
Social Science			
Yes		McGraw Hill Glencoe: Economics - Principles and Practices	0%
Yes		McDougal Littell: Modern World History - Patterns of Interaction	0%
Yes		Wadsworth-Thompson: Western Civilization	0%
Yes		McDougal Littell: The Americas Reconstruction	0%
Yes		McGraw Hill Glencoe: US Government Democracy in Action	0%
Yes		Houghton Mifflin: The American Pageant	0%
Yes		South Western: Principles of Economics	0%
Foreign Language			
Yes		McDougal Littell and Co: En Espanol 1, 2, and 3	0%
Yes		McDougal Littell and Co: Abriendo Puertas I & II	0%
Yes		Reinhart and Wiston: Ven Conmigo, Nuevas Vistas	0%

students are adequately prepared for University-level work. For general admission requirements please visit the University of California web site at www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University web site at www.calstate.edu/admission/.

Enrollment in and Completion of UC/CSU-Required Courses 2017-18	
	%
Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	96.56
Graduates Who Completed All Courses Required for UC/CSU Admission	43.69

Advanced Placement

Fillmore High School offers advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement (AP) Courses 2018-19		
	No. of AP Courses Offered*	% of Students in AP Courses
English	4	N/A
Foreign Language	3	N/A
Math	2	N/A
Science	5	N/A
Social Science	6	N/A
Totals	20	22.9%

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

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

Career Readiness

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Fillmore High School's technical and career education programs. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Fillmore High School offers many programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Workability
- Career Technical Education
- Career-related Field Trips

Career Technical Courses:

- Agriculture Career Technology
- Agriculture Fabrication ROP
- Agriculture III
- Auto Painting
- Auto Service Mechanic
- Computer Business*
- Diversified Occupations*
- Fire Academy*
- Robotics
- Video Production

Courses with an "" indicate they are classes that are conducted by a Regional Occupational Program.*

Individual student assessment of work readiness skills takes place through end-of-course exams, completion of course-required projects, on-the-job observation, and classroom observation.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Regional Occupational Programs (ROP) are offered in partnership with the Ventura County Office of Education. A variety of career technical education courses are available on and off campus to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical web site at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation 2018-19

Total Number of Students Participating in CTE Programs	437
Percentage of Students Completing a CTE Program and Earning a High School Diploma	56.5%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.7%

PROFESSIONAL STAFF

Teacher Assignment

During the 2018-19 school year, Fillmore High School had 46 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	FHS		
	17-18	18-19	19-20
Total Teachers	44	46	45
Teachers with Full Credential	44	46	45
Teachers without Full Credential	0	0	0
Teaching Outside Subject Area (with full credential)	6	5	6
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	1
	FUSD		
	17-18	18-19	19-20
Total Teachers	179	175	177
Teachers with Full Credential	178	175	177
Teachers without Full Credential	1	0	0
Teaching Outside Subject Area (with full credential)	5	7	7
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	1	1

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.

Counseling & Support Staff

Fillmore High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Fillmore High School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Counselor	1	1.0
Library Media Teacher	1	0.2
Psychologist	1	0.8
Nurse	1	0.8
Speech/Language/Hearing Specialist	1	0.2
Average Number of Students per Academic Counselor		538

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

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, Fillmore Unified School District spent an average of \$12,146 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	43,662	46,208
Mid-Range Teacher Salary	73,696	72,218
Highest Teacher Salary	92,962	92,742
Average Principal Salaries:		
Elementary School	114,158	134,864
Middle School	126,072	118,220
High School	131,121	127,356
Superintendent Salary	202,910	186,823
Percentage of Budget For:		
Teacher Salaries	30	33
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/>.

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Dollars Spent Per Student					
Expenditures Per Pupil	FHS	FUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,720	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,166	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,555	6,238	105.1%	7,507	87.3%
Average Teacher Salary	77,898	71,712	108.6%	72,949	106.8%

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

In addition to general fund state funding, Fillmore Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career & Technical Education Programs

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco-Use Prevention Education
- Williams Case Settlement

SARC DATA & INTERNET ACCESS

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Fillmore High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Fillmore High School's SARC and access the internet at any of the county's public libraries. The closest public library to Fillmore High School is the Fillmore Library, a branch of Ventura County Library.

Address: 502 2nd Street, Fillmore, CA
Phone Number: (805) 524-3355
Web Site: www.vencolib.org
Number of Computers Available: 6

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Fillmore Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in November 2019 and the school facilities section was acquired in December 2019.