

**Armijo High School
2012-13
SCHOOL ACCOUNTABILITY REPORT CARD**

Published During 2013-14

Armijo High

Contact Information (School Year 2013-14)

824 Washington St.

Fairfield, CA 94533-5541

(707) 422-7500

Principal: Eric Tretten, Principal

Contact E-mail Address: erict@fsusd.org

County-District-School (CDS) Code: 48705404830451

**Fairfield-Suisun
Unified**

Contact Information (School Year 2013-14)

(707) 399-5000

www.fsusd.org

Superintendent: Kris Corey

Contact E-mail Address: krisc@fsusd.org



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

• For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Fairfield-Suisun Unified
Phone Number	(707) 399-5000
Web Site	www.fsusd.org
Superintendent	Kris Corey
E-mail Address	krisc@fsusd.org
CDS Code	48705404830451

School Contact Information (School Year 2013-14)

Name	Armijo High
Street	824 Washington St.
City, State, Zip	Fairfield, CA 94533-5541
Phone Number	(707) 422-7500
Principal	Eric Tretten, Principal
E-mail Address	erict@fsusd.org

School Description and Mission Statement (School Year 2012-13)

“Armijo High School’s mission is to engage and support all students in learning activities that promote independence, interaction, and choice. We are committed to providing all students with a rigorous education in an atmosphere of respect, inclusion, and high expectations for personal and academic achievement. Armijo High School is one of five high schools (3 comprehensive / 2 alternative ed.) in the Fairfield - Suisun Unified School District. The school is comprised of approximately 2400 students. Students have many programs to choose from such as International Baccalaureate (IB), Advancement Via Individual Determination (AVID), Partnership Academy, various certificate programs and a general education focus. The IB program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The International Baccalaureate Organization works with school, governments, and international organizations to develop challenging programs of international education and rigorous assessment. The IB program is for any motivated student who wants to be in the program. While there are no set criteria for joining the program, the current student profile reflects students with at least a 3.0 GPA with Math and English standardized scores that rank “Advanced” or “Proficient”. AVID focuses on students who would be 1st generation college students. The program is designed to provide extra support and teach study skills that will help students achieve success in High school and beyond. The Partnership Academy is a program that recruits students after their 9th grade year and is set as using the “School within a School Model”. The academy’s goals are to create a close family-like atmosphere, integrating academic and career technical education. Emphasis is on creating viable business partnerships that will work with the school to increase student achievement and lead to successful post-secondary schooling. Armijo has a significant ELD population which is supported by the ELD program and embedded SDAIE strategies throughout the content areas. The ELD program focuses on students’ English language acquisition as well as their acquisition of academic language and skills in the context of English Language Development and grade 9-12 content areas. The goal of the ELD program is increasing CELDT scores and assisting students in reclassifying to English proficient. The general education program is broad based with a goal of leading every student down the path towards High School graduation. Staff are working collaboratively to develop new teaching strategies that will increase student achievement. This is demonstrated by the many professional development opportunities aimed at the implementation of the Common Core State Standards. All staff are becoming proficient at using our districts Data programs. These programs allows staff to look at specific student strengths and weaknesses and develop lessons to meet all students’ needs.

Opportunities for Parental Involvement (School Year 2012-13)

A sound and effective education is truly a collective effort. Quality staff, programs, instruction, and student achievement are never the result of an individual, but rather the byproduct of a team effort, of which parents are a vital component. With this in mind, parents make major contributions to the Armijo Campus, including participation in groups/activities that include athletic and band booster clubs, School Site Council, English Language Acquisition Committee (ELAC), and Sober Grad Nite Committee (only such committee in FSUSD). Many parents also contribute countless hours to supervision of activities/events, participation in the International Baccalaureate Program (only IB Program in Solano County). There is a new parent Booster Club that has a focus to raise funds to help programs on campus.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47%	46%	49%	53%	56%	56%	54%	56%	55%
Mathematics	23%	21%	24%	48%	50%	51%	49%	50%	50%
Science	36%	39%	38%	52%	55%	56%	57%	60%	59%
History-Social Science	44%	44%	48%	46%	45%	47%	48%	49%	49%

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56%	51%	56%	47%
All Students at the School	49%	24%	39%	48%
Male	46%	25%	42%	51%
Female	53%	23%	37%	44%
Black or African American	39%	17%	37%	34%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	62%	45%	56%	72%
Filipino	66%	39%	58%	59%
Hispanic or Latino	42%	17%	31%	40%
Native Hawaiian or Pacific Islander	91%	45%	N/A	N/A
White	62%	34%	46%	61%
Two or More Races	55%	26%	49%	54%
Socioeconomically Disadvantaged	39%	18%	29%	37%
English Learners	4%	4%	7%	4%
Students with Disabilities	28%	16%	25%	13%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	51%	52%	49%	54%	51%	52%	59%	56%	57%
Mathematics	48%	53%	49%	48%	48%	51%	56%	58%	60%

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

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48%	23%	28%	50%	36%	14%
All Students at the School	51%	22%	26%	51%	36%	13%
Male	56%	21%	23%	49%	36%	16%
Female	47%	24%	30%	53%	36%	11%
Black or African American	57%	18%	26%	59%	30%	10%
American Indian or Alaska Native	44%	25%	31%	38%	31%	31%
Asian	29%	24%	47%	18%	47%	35%
Filipino	25%	17%	58%	29%	42%	29%
Hispanic or Latino	61%	23%	16%	57%	37%	6%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	46%	16%	38%	44%	32%	24%
Two or More Races	39%	28%	33%	43%	40%	17%
Socioeconomically Disadvantaged	63%	22%	14%	60%	33%	6%
English Learners	98%	2%	N/A	94%	5%	2%
Students with Disabilities	89%	10%	2%	85%	15%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	19%	22.6%	22.5%

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

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	4	4
Similar Schools	4	6	2

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	27	3	4
Black or African American	52	-34	8
American Indian or Alaska Native			
Asian			
Filipino	16	18	-4
Hispanic or Latino	24	8	12
Native Hawaiian or Pacific Islander			
White	51	-15	3
Two or More Races		35	13
Socioeconomically Disadvantaged	26	1	10
English Learners	-36	90	-40
Students with Disabilities	-26	3	30

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	1,742	734	15,643	790	4,655,989	790
Black or African American	239	673	2,746	728	296,463	708
American Indian or Alaska Native	28	710	165	803	30,394	743
Asian	97	830	793	861	406,527	906
Filipino	114	822	1,425	877	121,054	867
Hispanic or Latino	721	703	5,846	754	2,438,951	744
Native Hawaiian or Pacific Islander	15	760	187	796	25,351	774
White	256	784	3,028	845	1,200,127	853
Two or More Races	272	763	1,453	811	125,025	824
Socioeconomically Disadvantaged	955	687	9,086	743	2,774,640	743
English Learners	428	628	3,792	714	1,482,316	721
Students with Disabilities	166	491	1,782	606	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	85.7%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	676
Grade 10	630
Grade 11	594
Grade 12	495
Total Enrollment	2395

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	14.4
American Indian or Alaska Native	1.8
Asian	5.4
Filipino	6.7
Hispanic or Latino	40.1
Native Hawaiian/Pacific Islander	0.9
White	15.2
Two or More Races	15.6
Socioeconomically Disadvantaged	54.5
English Learners	23.8
Students with Disabilities	9.3

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.9	24	25	36	29.2	19	13	43	23	32	27	48
Mathematics	28.1	18	26	38	32	9	8	50	26	28	31	36
Science	30.1	7	18	36	33.2	1	15	35	30	10	15	44
Social Science	31.2	7	12	36	31.7	5	13	32	28	12	23	42

* 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.

School Safety Plan (School Year 2012-13)

Disruptions; BP/AR 3515.6, Campus Security; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior, and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to that site. A copy of each school's plan is available at the school and in the office of the Directors of Elementary and Secondary Education. The plan is reviewed at the beginning of each year by the principal with his complete faculty. Each school site annually updates the plans. School Safety Plan includes the following: • A positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution. • Disciplinary policies and procedures. • Prevention of and alternatives to violence. • Parent involvement strategies. • Prevention and intervention strategies related to the sale or use of drugs and alcohol. • Assessment of the school's physical environment and development of ground security. • School-site crisis intervention strategies. • Staff training in violence prevention and intervention techniques.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	33.57	28.7	26.6	15.53	19.7	20.6
Expulsions	2.14	1.3	0.7	0.6	0.4	0.2

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Armijo High School is located on Washington Street in the City of Fairfield.

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available on this site. Below is more specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

Armijo High School is the original high school in the Fairfield/Suisun area and currently resides in facilities that were originally built in 1947, 1956, and 1958, which house classrooms, including labs, a library/media center, a gymnasium with adjoining shower/locker rooms, a large band room, a cafeteria, and administrative and counseling offices. Armijo High School in Fairfield underwent a major renovation in the summer of 2003. The modernization work included campus-wide modifications for conformance with the Americans with Disabilities Act (ADA) including handicap accessible door hardware, ramps to entrances, and better travel paths at curb cuts and transitions from the street. The project also included: miscellaneous roof repairs; replacement of double doors at main corridors; renovations of several main building classrooms; improvements to the existing HVAC system; electrical upgrades for computers; new lighting and a new fire alarm system for most of the main buildings. In addition, 14 bathrooms were remodeled with new flooring, wall tile and fixtures. A new walkway was added to allow in natural light and improves the aesthetics of the campus for students. The science wings have received a complete renovation which included new sinks, cabinets, lab work stations with gas spigots, flooring, tackable wall surfaces, better lighting, acoustical ceilings and flooring. The wing was gutted from top to bottom to replace all the plumbing and rebuild the science classrooms and labs and provide new modern science lab stations. The Multipurpose Room renovations included a new HVAC system, new acoustical paneling, new scratch resistant interior, and upgrades to the stage. The campus has large field areas designed for football, soccer, track, baseball, and softball. The track includes an 8-lane, 400-meter all-weather running track (made from recycled waste tires) at Armijo High School in Fairfield, CA. This allows the students and community to compete in inter-collegiate sports, enhance the facilities of the high school campus and promote our recycling efforts. The football field is also composed of a synthetic material ideal for the sites athletics. The campus also has an aquatic center, basketball courts, and tennis courts. Armijo High School Library Addition. During the summer of 2011, construction was completed on the new 14,640 square foot library building. The previous library, at 4,603 square feet, was significantly undersized for the student population existing at Armijo. The new facility was designed to allow for flexible, open spaces, allowing for multiple classes to be conducted simultaneously. The space is also designed to host large meetings, allows flexible furniture, and includes collaboration spaces for independent and group learning. There is a technology centered focus on all areas. The library facility consists of 8,000 square feet of open library space capable of hosting large presentations, an Audio Visual Storage room, three small study rooms designed for student group projects that can be opened up into one larger room, a Media Technology room which will be soundproof and can be used for filming, recording and video editing, 1,500 square feet of high density book storage able to hold over 15,000 books, 1,500 square feet of computer lab large enough for two classes, staff & student restrooms, and staff work rooms, offices, and storage. The campus is well maintained with a full-time custodial team.

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The District governing board has adopted Strategic Goals, which include cleaning standards for all schools in the District. (Strategic Goal #4). These standards are available at any school site and the District Office. The District's Operations Department works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school, along with the supervision of the site principal.

Deferred Maintenance Budget

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/replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

There are no Deferred Maintenance projects planned at this site during the 2013-14 school year.

Modernization Projects

There are no modernization projects planned at this site during the 2013-14 school year.

New Construction Projects

The District is planned to be under construction during the 2013-14 school year on a new, nearly 12,000 square foot Administration/Counseling building to support the student body and staff. This building will house administrative and counseling offices, conference rooms, work rooms, and a generously sized staff lounge. Some of its features include natural lighting and ventilation, photovoltaic and "cool roof" material comprised of solar panels which generate enough energy to supply lighting and data for the operation of building, energy efficient mechanical systems, low or no volatile organic compounds (VOCs), and inclusion of an "energy dashboard," or electronic link that provides real-time data and can be used by teachers and staff as an educational tool to observe the energy consumption and savings for the building.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent 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 Overall Rating

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

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	102	84	92	835
Teachers without Full Credential	3	0	6	34
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	93	7
All Schools in District	96	4
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	96.49	3.51

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	600
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

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

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837 Textbooks in all core subjects are current and in good condition.	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837 .	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Mathematics	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837</p> <p>Textbooks in all core subjects are current and in good condition.</p>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837..</p>	0%
Science	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837</p> <p>Textbooks in all core subjects are current and in good condition.</p>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837.</p>	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
History-Social Science	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837</p> <p>Textbooks in all core subjects are current and in good condition.</p>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837.</p>	0%
Foreign Language	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837</p> <p>Textbooks in all core subjects are current and in good condition.</p>	<p>All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837.</p>	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Health	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837 Textbooks in all core subjects are current and in good condition.	All pupils, including English learners, have locally-adopted and standards-aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: http://www.fsusd.org//Domain/837 .	0%
Science Laboratory Equipment (grades 9-12)	Lab equipment is sufficiently available for use in all laboratory courses.	Lab equipment is sufficiently available for use in all laboratory courses.	0%
Visual and Performing Arts	All pupils have sufficient instructional materials to meet the standards. Programs are performance based. Art books for Art History classes are listed on the above-mentioned site.	All pupils have sufficient instructional materials to meet the standards. Programs are performance based. Art books for Art History classes are listed on the above-mentioned site.	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,461	\$845	\$4,617	\$62,869
District	N/A	N/A	\$4,073	\$64,449
Percent Difference - School Site and District	N/A	N/A	13.36	-2.45
State	N/A	N/A	\$5,537	\$69,704
Percent Difference - School Site and State	N/A	N/A	-16.62	-9.81

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

Our school receives funds from the district general fund, School and Library Improvement Block Grant, and donations. The funds from the state and federal sources must be expended in accordance with policies and guidelines established for those programs.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,281	\$41,461
Mid-Range Teacher Salary	\$63,014	\$66,132
Highest Teacher Salary	\$79,009	\$85,734
Average Principal Salary (Elementary)	\$103,907	\$107,205
Average Principal Salary (Middle)	\$110,377	\$111,640
Average Principal Salary (High)	\$121,763	\$122,627
Superintendent Salary	\$259,658	\$225,175
Percent of Budget for Teacher Salaries	0.41%	0.38%
Percent of Budget for Administrative Salaries	0.07%	0.05%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Armijo High 2012-13

School Accountability Report Card

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 students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	13.7	14.5	8.4	17	13.6	8.6	16.6	14.7	13.1
Graduation Rate	82.52	83.72	89.03	78.83	83.51	87.58	74.77	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Graduating Class of 2012

Group	School	District	State
All Students	415	1,316	418,598
Black or African American	69	238	28,078
American Indian or Alaska Native	8	15	3,123
Asian	31	80	41,700
Filipino	41	145	12,745
Hispanic or Latino	127	368	193,516
Native Hawaiian/Pacific Islander	4	17	2,585
White	71	246	127,801
Two or More Races	64	207	6,790
Socioeconomically Disadvantaged	191	544	217,915
English Learners	78	197	93,297
Students with Disabilities	32	98	31,683

Career Technical Education Programs (School Year 2012-13)

A certification Program in Fairfield-Suisun consists of a sequence of 3 years of coursework that includes curriculum developed in partnership with community and business partners. In the second year students participate in job shadowing/mentoring with a local business partner. In the third year of the certification sequence, students are afforded the opportunity to gain experience through internships or paid, part-time work in the career field in which they are seeking certification. And, upon completion of the certification program, students receive a certificate signifying that they have mastered the skills and knowledge for successful entrylevel employment.

For example, the building and trades certification program has been developed in partnership with the Carpenters, Plumbers & Pipe Fitters and Electricians Unions. Students begin with a Woods 1 and Woods 2 class(es). Juniors enroll in introduction to the Building Trades and spend time with contractors and apprenticeship coordinators as they visit construction sites to witness construction procedures and operations. Seniors take a two -hour seminar titled Advanced Building Trades. Seniors also enroll in the capstone course (Advanced Building Trades) where students actually work with Habitat for Humanity in the construction of homes. In the end, students receive a certificate that signifies yhat they have nmastered many of the entry-level trade apprenticeship standards. This certificate is recognized by our community partners who allow the designated combination of students who pass the apprenticeship exams to bypass the traditional 2-year wait and enter the program directly starting with full-time wages, benefits and apprenticeship training.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	756
Percent of pupils completing a CTE program and earning a high school diploma	97
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	74.66
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	35.66

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		NA
English		NA
Fine and Performing Arts		NA
Foreign Language		NA
Mathematics		NA
Science		NA
Social Science		NA
All courses		

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Per the teacher contract, professional development days occur outside of the standard workday (3 days total, 2 of which are optional). Certificated staff members are able to choose from a menu of choices pre-approved by the FSUSD Staff Development Committee with regard to technology, teaching strategies, professional learning communities, classroom management, etc. A number of trainings have been proposed and conducted by Armijo Staff Members, to include instructional strategies from Marzano and work with West Ed. (Educational Consultant). Staff development along the lines of Marzano in particular is also conducted as the core portion of faculty meetings.